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ABSTRACT

This compilation of 107 abstracts of research in home economics education completed in 1967 contains 11 doctoral and 96 master's studies submitted by 27 institutions. They are classified according to: (1) Administration, (2) Program Planning; secondary, college, and adult programs, (3) Evaluation; secondary, college, and adult education, (4) Methods and Material, (5) Teacher Education, and (6) Miscellaneous. An alphabetical index of authors accompanied by dissertation or thesis topics are included in the document. (FP)

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Home Economics Education .

Edited by

Mary E. Mather

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This publication is one of a continuing series, HOME ECONOMICS RESEARCH ABSTRACTS, which compiles abstracts of masters' theses and doctoral dissertations completed in graduate schools of home economics. Seven areas of home economics are represented in the compilations scheduled for publication in 1968:

Art
Family Economics--Home Management
Family Relations and Child Development
Home Economics Education
Housing, Furnishings, and Equipment
Institution Administration
Textiles and Clothing

Because of the number of publishing outlets for food and nutrition research, abstracts for that area are not included.

For this second series, 50 home economics graduate schools submitted nearly 500 abstracts of research completed in calendar year 1967. The abstracts have been edited and prepared for publication by representatives of the subject-matter sections of the American Home Economics Association. The entire publication project has been sponsored by the AHEA Research Section and coordinated by the Research Section Chairman, Mary Lee Hurt.

As this project continues and is evaluated, consideration will be given to including abstracts of research other than that completed to meet academic requirements. It is hoped that HOME ECONOMICS RESEARCH ABSTRACTS will widen the view of trends and progress in current home economics research and add substantially to research data now available.

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TABLE OF CONTENTS

Page

Administration 5

Program Planning

Secondary Schools 6

College Programs 18

Adult Programs 19

Evaluation

Secondary Schools 22

College 33

Adult Education 37

Methods and Materials 42

Teacher Education 47

Miscellaneous 55

Index of Authors 58

This publication contains abstracts of research in home economics education completed in 1967 and submitted by 27 institutions for reporting in this compilation. A total of 107 abstracts are reported here, 11 doctoral and 96 master's studies. Categories used for classification are the same as in "Titles of Theses," Journal of Home Economics, March, 1968. A number of abstracts are included in this publication whose titles are not in the March list, and, conversely, not all titles in the list are represented by an abstract.

In addition to abstracts in this volume, home economics educators may find theses of interest in sections labelled Teaching or Program Development in other volumes in this series of research abstracts.

MARY E. MATHER
University of Illinois

ADMINISTRATION

Educators' Attitudes Toward the Presentation of the Objectives, Values, and Modern Trends of Home Economics at the Secondary Level. Sister George Mary Carr. Master's. The Ohio State University, 1967. Interlibrary loan.

The main purpose of the study was to explain, interpret, and persuade administrators and educators at the secondary level in certain high schools of the importance of home economics education. A concrete attempt to change the participants' attitudes toward home economics in a favorable direction was made by means of a position paper. This paper presented the objectives, values, and modern trends of home economics at the secondary level. The study was set up so as to obtain pre and post-survey attitudes with the position paper acting as the treatment. Personal, professional, and environmental factors were analyzed statistically to determine their relationship, if any, to the varying difference scores on the pre and post-surveys. A favorable change, significant at the .001 level of confidence, was effected. The analysis of factors revealed that the environmental factors were more significantly related to the change effected than were the personal and professional factors.

Academic Achievement Comparison, Before and After Transferring, of Oklahoma Junior College Home Economics Majors With Those at Oklahoma State University. Bonnie Synar. Master's. Oklahoma State University, 1967. Interlibrary loan.

A study concerned with a comparative evaluation of the problems of the junior college transfer students in the field of home economis in maintaining their academic achievement level after transferring to a university. The study was an attempt to find out how the junior college home economics transfer students compare with native students who had all of their training in the same four-year institution. Six Oklahoma State supported junior colleges which offer a home economics program were selected to study their transfer students at Oklahoma State University. The cumulative grade point average of the home economics transfers was higher than that of the native students at the beginning of the upper-division program. The transfers experience a decline in grade point average in the first term after transfer whereas the native students raised their cumulative grade point average. After the period of adjustment the transfers made a gradual comeback and graduated with a higher cumulative grade point average than the natives four of the five years studied. The per cent of transfers who were graduated was 77.777 as compared to 81.57 for the natives. The transfers completed 133.33 hours at graduation as compared to 128.35 for the natives. Articulation problems seem to be at a minimum for the transfers at the university after the first term adjustment period is completed.

PROGRAM PLANNING - SECONDARY SCHOOLS

Home Economics Related Occupations Grouped by the Clustering Technique. Sylvia Wade Beaver. Master's. The Florida State University, 1967. Interlibrary loan.

Purposes were to cluster occupations and job titles for which common technical, home economics, educational needs exist and to identify competencies needed in each cluster of occupations. The sample of 586 represented ten per cent of the present and potential employers who were selected by means of systematic random sampling from Florida counties that were characteristic of state geographic and population areas. A two-form questionnaire was utilized in the study. Form I was concerned with the identification of job titles and Form II dealt with characteristics of and qualifications for each job title. Interviews were conducted in each of the selected counties by home economics teachers. Both Form I and Form II were employed where applicable for each employer that was interviewed. A Form I was completed for each business and a Form II was completed for every job title identified by each employer in Form I. Four occupational clusters were identified: child care, food, housing and home furnishings, and clothing and textiles. Subclusters were found within the large cluster. Results of data analysis indicated that personal characteristics as well as job knowledge and skill proficiency must be given attention in wage-earning programs.

Processes and Conceptual Sources in Curriculum Development for a Clothing and Textiles Course in Secondary Home Economics. Dorothy Duncan Bennett. Master's. The Pennsylvania State University, 1967. Interlibrary loan.

Purpose was to investigate various sources and processes for developing curriculum on the secondary level, with particular reference to a specialized, elective course in clothing and textiles. The following sequence of steps was developed to provide the basic structure for the procedures involved: (1) Diagnosis of needs; (2) Selection and outlining of key concepts and generalizations; (3) Formulation of behavioral objectives; (4) Development of evaluative criteria; (5) Selection of learning experiences; (6) The use of a pretest based on previously established evaluative criteria; (7) Adaptation of content and learning experiences; (8) The use of a posttest. Students enrolled in the experimental clothing and textiles course made gains in all areas of clothing and textiles as determined by the evaluative measure. Although the test sampled knowledge of clothing and textiles as available from existing testbooks, it is assumed the students acquired additional insights into the field of clothing and textiles as a result of having been taught by the concept method.

Attitudes and Interests of High School Homemaking Students Toward Occupations for Clothing Services. Margaret Ann Berry. Master's. Oklahoma State University, 1967. Interlibrary loan.

Study was conducted (1) to determine if there was enough interest on the part of the students to enroll in clothing service classes if made available in either the secondary schools or the area vocational-technical schools of Oklahoma and (2) to identify the attitudes and interests students have about work and clothing service occupations which might influence their decisions to select training in this area. To obtain the information, a questionnaire was administered to 533 junior and senior homemaking students in nineteen selected schools in Oklahoma that do not offer gainful employment. The questionnaire was designed to assess personal information, attitudes toward work in general, and attitudes and interests toward occupations in clothing services. There was sufficient evidence to question the advisability of offering clothing service classes in the majority of secondary schools in Oklahoma. The institutions at which clothing service classes seemed more feasible were the area vocational-technical schools. Responses indicated that the respondents held wholesome attitudes toward working in general and that they possess desirable outlooks on work. Most of the girls tested did not seem interested in gainful employment education in clothing services and were not informed of type of skills needed. Interest would need to be increased before more schools would be justified in offering this program.

A Comparative Analysis of the Personal and Social Problems of a Group of Academically Successful and Unsuccessful Junior High School Students. Helen Hasty Blount. Master's. No. Carolina College at Durham, 1967. Interlibrary loan.

Purposes of the study were to identify significant personal and social problems of junior high school students as a basis for guidance and curriculum planning in home economics and to determine the effect of personal and social problems on academic achievement. The Mooney Problem Check List - Form J - was administered to 88 selected junior high school students with similar income and ability: 28 students in the "academically successful" group, and 60 in the "academically unsuccessful" group. Each group was further divided into three ability groups; high, average, and low. The total number of problems checked by the entire group was 2572: 668 by the academically successful, and 1904 by the academically unsuccessful. The average number of problems checked per student by the total group was 29.2: 23.8 by the academically successful, and 31.7 by the academically unsuccessful. All ability groups of the academically successful students and the high ability group of the academically unsuccessful students had the highest problem mean in the area of "Money, Work, the Future." The average ability group of academically unsuccessful students had the highest problem mean in the areas of "Self-Centered Concerns," "School," and "Money, Work, the Future." The low ability group of these unsuccessful students had an outstanding problem mean in the area of "Health and Physical Development."

Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation. Phyllis A. Christmann. Master's. Iowa State University, 1967. Interlibrary loan.

Objectives were to identify the recognized problems of single girls in Iowa entering the work world and to study relationships between the kinds of problems and population of home town, present place of residence, semesters of home economics completed, living arrangement and occupation. Data were collected by questionnaire which was developed using information obtained from interviews. Names of girls were received from high school counselors; 491 girls participated in the study. Intercorrelation of items resulted in six clusters labeled: employment, clothing, social adjustment, money, food management, food preparation. Girls living with parents recognized the greatest problems as parental acceptance of them as adults. Those living away from home recognized problems with budgeting and finding clean well-kept places to live in desirable neighborhoods. Sharing apartments created difficulties in housekeeping and finding compatible roommates. Interpersonal relationships on a social basis were of greater concern than those on the job. Nutrition problems were recognized as creating more difficulty than food preparation problems. As the population of home town increased, problems in employment and food management decreased. As semesters of home economics completed increased, the problems in clothing and food preparation decreased. Clerical workers had the fewest problems with employment.

A Study of the General Student in Home Economics with Implications for Curriculum Revision in the Mt. Pleasant Junior High School. Frances M. Cox. Master's. University of Delaware, 1967. Interlibrary loan.

This study was designed to study a group of ninth grade general students to determine if students who were handicapped by cultural or socio-economic deprivation, or by low mental ability could be successfully taught the basic concepts of home economics. The study also included an investigation of the possible vocational preparation in the home economics-related areas. A questionnaire was designed to ascertain some of the problems specific to these students and to evaluate their previous home economics program. Evidence presented showed that the majority of the students were educationally retarded and had limitation in ability. The data indicated that these general students would benefit from orientation in home economics-related vocations; greatest interest was in child care, home nursing, and sales and services related to clothing and foods.

Interest of Administrators, Counselors, Teachers, Parents, and Students in Courses in Gainful Employment in Home Economics. Judy Holcombe Dowell. Master's. The Florida State University, 1967. Interlibrary loan.

Purpose of the study was to assess the attitudes of administrators, counselors, teachers, parents, and students toward courses in gainful employment in home economics. The subjects were high school principals, assistant principals, guidance counselors, home economics teachers, ninth and tenth grade home economics students, and parents of those students participating in the study. Each group consisted of approximately 50-100 subjects with both Negro and white participants. All socio-economic levels were represented except the upper-upper group. Five similar questionnaires were developed. The major part of the questionnaire was an attitude scale of fifty-five home economics related jobs available to high school graduates. The fifty-five home economics related jobs were divided into four main categories for chi-square analysis: child care services, institutional and food services, home services, and clothing, textiles, and home furnishings. The data indicated the following rankings of attitudes toward home economics related jobs: child care services - first; institutional and food services - second; clothing, textiles, and home furnishings - third; and home services - fourth. No significant differences were found in any area concerning socio-economic status, and few relationships were significant with regard to race and group.

The Development of a Tentative Curriculum for a Work Experience Class in Home Economics for Clovis Marshall Junior High School 1966-67. Ruth Dunn. Master's. Oklahoma State University, 1967. Interlibrary loan.

Study was concerned with the development of a tentative curriculum for a proposed class of work experience for Marshall Junior High School, Clovis, New Mexico, under the auspices of the Marshall Vocational Home Economics Department. Simpson's Bases for the Development of Curriculum for Home Economics was used as a guide in the development of the tentative curriculum. This included the formulation of the writer's philosophy of life, education, home economics, and home economics education. This philosophy was then used as a basis for analyzing socio-economic conditions of Clovis, determining student characteristics and needs relative to gainful employment, determining the local situation, and applying developments in education to the content and organization of the curriculum guide. Analysis of studies made by civic leaders and administration of local school indicated a need existed for this type of training. A curriculum guide was formulated with learning experiences to enable junior high school students to develop some skills necessary for successful employment in supervised entry jobs in food service. Guidelines were developed which would enable student trainees to obtain successful job experiences, continue their education, and satisfy monetary needs for personal and social living.

Suggestions for Homemaking Programs to Meet Needs of Educable Mentally Retarded Pupils. Gladys Ebert. Master's. Iowa State University, 1967. Interlibrary loan.

This pilot investigation was designed to obtain information needed as a basis for developing curriculums in home economics programs aimed to meet the needs of the educable mentally retarded. The study included: review of characteristics of educable mentally retarded individuals placed in special education classes in public high schools; interviews with special education and homemaking teachers, supervisors of work-study programs, and employers of girls who have completed the program; case studies of the five girls enrolled in a senior high school home economics program for the educable mentally retarded; analysis of content and methods of home economics program for the academically retarded in one high school, 1965-1966; development of recommendations for methods and curriculum for educable mentally retarded individuals enrolled in home economics. The suggestions developed for high school curricula in home economics for the educable mentally retarded include: base content of the curriculum on the three major objectives - occupational adequacy, social competence, and personal adequacy; integrate the content of the home economics program with the units in special education classes; plan content, methods, and rate of progress to allow for individual differences; employ methods based on theories of learning that seems to have the greatest implications for the educable mentally retarded, e.g. Piaget and Hebb; base evaluation on progress related to each pupil's particular interests and abilities.

Class V Family Life: Implications for Curriculum Planning. Gail A. Felcyn. Master's. Cornell University, 1967. Interlibrary loan.

Available literature concerning Class V (Hollingshead classification scale) family life was summarized and analyzed to provide bases for teaching of personal and family relationships at seventh grade level. Cultural values, personality formation, child rearing practices, the nature of the relationship between husband and wife were examined; implications for a general curriculum plan were suggested. Additionally, objectives, content and classroom procedures were outlined for a unit on "Relationships of the Teen-Ager" adapted to needs of pupils from low income families. Information utilizing the learner's style and culture was employed in the designing of learning experiences appropriate to the individual.

The Development of an Integrated Advanced Unit In Food and Nutrition. Eunice Gordon. Master's. Oklahoma State University, 1967. Interlibrary loan.

Purposes of the study were: (1) to plan the possible objectives for an advanced level one semester unit in food and nutrition integrated with the concepts of management and consumer education which are based on previous experience, needs, and interests of students, (2) to select a limited number of concepts to include in the unit in order to allow for adequate development of each, (3) to revise present teaching methods in light of an extensive survey of educational literature, previous studies made by other educators, and personal experience, (4) to develop and use the resource unit based on the objectives listed in purpose one, (5) to plan for ways to evaluate the effectiveness of the unit during and after its use by both students and teacher, (6) to make recommendations to serve as a basis for future use and/or development of the unit. Data were obtained from (1) the actual development and use of an integrated advanced unit in a class of twenty-four girls enrolled in Homemaking III class in Shattuck High School, 1965-66, (2) the use of evaluative devices by students and teacher, (3) subjective observations made by teacher. The advancement made by the students and the evidences compiled largely by subjective techniques seemed to justify the conclusion that the concepts of management and consumer education can be successfully integrated with those of food and nutrition in an expanded one semester course.

Family Life Education for Boys in Junior High School. Gladys S. Graham. Master's. The Pennsylvania State University, 1967. Interlibrary loan.

Purpose was to survey attitudes of junior high school boys and their parents to identify areas of family life education which both consider to be essential for boys and to recommend a curriculum relevant to these needs. Subjects were the boys in a public junior high school in northwestern Pennsylvania and their parents. A questionnaire was devised with items relating to all major areas of home economics. Questionnaires were then completed by the boys and their parents. Junior high school boys and their parents recognized need for family life education. The relation between boys' need and interest was not outstanding; however, mothers' and fathers' perceptions of their sons' needs to have family life experiences were parallel. Boys' perceived need for such education was influenced significantly by such variables as SCAT scores, socio-economics status and parents' education. Parents' and boys' perceived needs were generally inconsistent. It was concluded that a more fruitful area for research would be to examine needs and interests of boys with different ability levels.

Classroom Practices with Implications for Guidance in Planning Home Management Teaching Units. Joanna Hunsinger Kister. Master's. The Ohio State University, 1967. Interlibrary loan.

The purpose in this study was to provide guidance in teaching home management units through studying the classroom practices of 125 high school teachers in federally reimbursed homemaking programs. Current practices of high school teachers were identified from information about what concepts were developed in homemaking programs, how the units were taught, possible factors affecting the teaching, and problems or needs teachers experienced. Although the importance of management in today's homes is recognized, teachers spend a small amount of class time teaching management. Students' lack of interest in management was listed as a major problem in teaching management. Student lack of motivation or awareness of the need for management was a problem for nearly one-half the teachers. The majority of teachers did not include management learnings in a separate unit but integrated these learnings in other units. All of the courses of study analyzed recommended including the learnings in a separate unit as well as integrating them. The need seems to be for educators at both the pre-service and in-service levels to assist teachers in understanding the basic concepts in home management, to organize the concepts and basic learnings in a meaningful structure, and to help them develop methods and techniques for teaching. The ultimate goal is to help students develop basic concepts in home management.

A Study of Selected Credit Understandings and Practices of Twelfth Grade Home Economics Girls With Implications For Curriculum Planning. Clarice Rhoden Lagasse. Master's. University of Oklahoma, 1967. Interlibrary loan.

Purpose to identify credit understandings and practices of selected twelfth grade home economics girls as one basis for curriculum planning in the area of credit. A general information sheet, a selected list of statements about the use of credit, and a questionnaire related to experiences in use of credit were used in gathering data from one hundred and fifty girls, thirty from each of five population categories. The basic assumptions underlying the study were that understandings and practices are measurable and that some understanding of credit is important. The hypotheses to be tested were that credit understandings and practices are affected by education, by population, and by income; and that credit understandings affect credit practices. Due to low responses and/or incomplete items on education in use of credit, income, and practices, the hypotheses related to these items could not be tested. Simple numerical and percentage analyses of responses on the statements about use of credit were possible, according to population. Research is needed to determine actual practices in use of credit in order to know the relationship of stated credit understandings to practices and to determine the effect of education and income on credit understandings and practices.

Financial Practices and Concerns of Iowa Junior High School Pupils. Jean H. Lee. Master's. Iowa State University, 1967. Interlibrary loan.

Purposes were to determine sources and amounts of money available, experiences in use of money, and interests and concerns about money among Iowa junior high school pupils. A questionnaire developed from items used in previous studies and from responses to open-ended questions was administered by school personnel to a sample of 336. Frequencies of responses and intercorrelations of responses and community size, grade level, sex, and social status were used in analyzing the data. Most frequently listed sources of money were irregular earnings, gifts, and irregular amounts from parents. More money was received during the summer than school year, boys received more than girls and ninth graders received more money than others. Pupils tended to use their own money for dues, contributions, gifts and savings. More boys than girls were earning money, making decisions and using their own money. Pupils did not appear to recognize the influence of friends upon decisions made. There was a general lack of relationship between social status, place of residence, grade level and sex and the interests and concerns. Girls showed a slightly higher degree of interest in four of 20 items. Examination of intercorrelations of interest and concerns indicated three general clusters of interests: purchasing or buying, use of money, and relationships with others in the use of money.

A Study for the Purpose of Improving Home Economics Education in Grades 9-12 in Tehran, Iran. Fereshteh K. Mahootchi. Master's. Southern Illinois University, 1967. Interlibrary loan.

Purpose was to make suggestions for improving the Home Economics Program in the 10th district of Tehran, Iran. Lacking documented material on education in Iran, materials concerning education for underdeveloped countries supplemented the author's observations and experience as a student and teacher in Tehran. A questionnaire was sent to the students in six classes in two high schools in the 10th district of Tehran. These classes included an undivided ninth grade, science and literature major groups in tenth and eleventh grades, and a twelfth grade science group. Student responses recommended: (1) More equipment in clothing and foods laboratories; (2) More and better texts and reference books; (3) Two teachers per class for large classes; (4) Family relationships taught in social studies in schools for boys; (5) No units on diseases, physiology, and others taught in science; (6) No knitting, handicrafts, etc. unless taught for wage earning; (7) More time spent on management, family relationships, home furnishings, equipment, grooming, baby sitting and child development; (8) A nursery in the school for student practice in and study of baby sitting, child development, and guidance; (9) Degree teachers of home economics; (10) Summer workshops and other in-service education for teaching home economics.

Opportunities for and Characteristics of Home Economics Wage-earning Occupations. Betty Lee Mann. Master's. The Florida State University, 1967. Interlibrary loan.

Purpose of the study was to identify the characteristics and employment opportunities in non-professional occupations which use home economics knowledge and skills. A systematic, random sample of businessmen located in representative Florida counties who offered employment in child care services, food services, clothing and textiles services, and housing and home furnishing services were utilized. The employers were interviewed by home economics teachers. The data indicated that more opportunities for employment were available in the field of sales than in the other job titles. Employment opportunities were greater in the area of clothing and textiles than in the other three areas. Within a projected two year period, 53 per cent of the job titles were not expected to change in the number of employees needed while an increase in needed employees was predicted for 42 per cent of the job titles. Most employers preferred men, persons 26 to 35 years of age, high school graduates, and skilled workers. Work experience, however, was not considered a prerequisite for employment.

Problems in Teaching Family Relations at the Secondary Level. Sandra Waggett Miller. Master's. The Ohio State University, 1967. Interlibrary loan.

The purpose of the study was to determine (1) what problems home economics teachers encounter in teaching family relations units, and (2) to what these problems might be attributed. Questionnaires were sent to 239 of the 716 Ohio vocational home economics teachers involved in homemaking education during the 1966-67 school year. Concepts in family relations units most frequently included were: Personal Goals and Values, Basic Needs of an Individual, Maturing as a Young Adult, Maturing as a Family Member, and Preparation for Marriage. "Identification of One's Potential" was reported most difficult to teach, while "Money Management" was reported least difficult. Teachers who indicated their preparation was inadequate were deficient in all courses related to family relations, as compared to those teachers who felt they were adequately prepared. Experienced teachers reported insufficient background courses was their most important problem, while inexperienced teachers felt selecting learning experiences was their most important problem. The respondents thought the major problem of the inexperienced teachers could be alleviated if a unit on planning and presenting family relations subject matter was included in the methods course for prospective home economics teachers. The way in which a majority of the teachers thought they could presently be helped was to have sources of information provided on where good, yet reasonably priced, audio-visual aids could be obtained.

A Conceptual Approach to Teaching for Generalization in Human Development. Sister St. Anne-du-Seuveur, Belzile. Master's. Cornell University 1967. Interlibrary loan.

Literature related to various facets of curriculum construction focusing on the conceptual approach was reviewed. Basic concepts of human development were selected for a course to meet the needs of semiprofessionals filling staff positions in homes for unwed mothers, orphanages or homes for the aged. Objectives, concepts, generalizations, learning experiences and evaluation procedures were outlined.

Clothing Construction Concept and Skill Development at Three Levels in Ninth Grade Homemaking. Ruby Jean Sego. Master's. Kansas State University, 1967. Interlibrary loan.

The purposes were to: (1) identify major concepts in clothing construction at three levels of difficulty at ninth grade, (2) identify three groups of ninth grade pupils by clothing construction skill, and (3) plan learning experiences to develop selected clothing construction concepts at three ninth grade levels. Three developmental levels were identified for clothing construction skill and/or ability of pupils in a heterogenously grouped ninth grade homemaking class. A short pretest, "How Well Do You Sew?", consisting of five construction processes of varying degrees of difficulty, was devised. Construction standards were determined and three levels of skill performance established as the basis for judging the problems in the pretest. The pretest was administered to forty-two pupils. Findings indicated it was possible to group ninth grade homemaking pupils at three levels of skill development. Learning experiences were developed for six selected concepts to exemplify planning for classes where three groups of pupils were identified by developmental levels of skills. A major conclusion was that planning for and teaching for the differentiated development of specific concepts for three groups within a class may be more feasible educationally and more practical than planning for development of different concepts at different times with individuals.

A Study to Determine the Occupations Related to Home Economics in Marion County, Mississippi, and the Qualifications Needed for Filling These Positions as Reported by Employers. Donis Luter Smith. Master's. University of Southern Mississippi, 1967. Interlibrary loan.

Purpose was to survey Marion County to determine the jobs related to home economics and the qualifications needed by employers to fill these positions. Questionnaires were devised for personally interviewing the Employment Service in Columbia, Mississippi, the employers of businesses related to home economics, and homemakers who needed help with their homemaking duties. The names of thirty-one businesses related to home economics were obtained from the telephone directory. The interview method was used for collecting data. Seventeen interviews were made to establish the validity of the questionnaire. A list of homemakers was obtained through the home demonstration club members. The list was reduced to twenty-five homemakers who needed employed help. Analysis of the data was based upon the purposes for which each questionnaire was designed. The study indicated that all but one of the business employers interviewed would employ school dropouts prepared for wage earning. Workers in the areas of food, clothing, and housekeeping were most often needed by these employers who were more concerned with the personal characteristics of their employees than with their skills. The homemakers used part-time help four times as much as full-time help and desired employees for housecleaning and for laundering and ironing clothing.

A Study of Seventh and Eighth Grade Home Economics Programs in South Dakota With Implications for Curriculum Development. Laquita Olson Wagner. Master's. South Dakota State University, 1967. Interlibrary loan.

Purpose was to provide background material for the curriculum revision in progress in South Dakota by investigating schedules in use, areas being taught and course content in home economics in the seventh and eighth grades. The questionnaire was sent to all public schools in the state having home economics in the seventh and/or eighth grades. It was found to be most frequently taught in eighth grade and less than half of the teachers taught both seventh and eighth grade classes. The most popular schedule was 5 days a week for one semester. More than half of the time was spent in areas of clothing and food in both grades. There was a wide range in the number of lessons taught in each area. Areas most frequently taught were foods, clothing and good grooming in the seventh grade and clothing and family living in the eighth grade. The wide variance in scheduling, number of lessons taught and course work in home economics at the two grade levels showed a need for curriculum planning. It was recommended that a sequence of units and suggested length of study be included in the guide; that the division of areas taught be between seventh and eighth grade rather than a few lessons of a number of areas in each grade; and that the amount of time given to caring for children, clothing, family relations, food and nutrition, management, and personal improvement be more nearly equalized.

Generalizations Related to Concepts Important For Youth Orientation to the World of Work. Alice Elrod Whatley. Ph.D. University of Oklahoma, 1967. Interlibrary loan.

Purpose was to identify generalizations related to concepts important for youth orientation to the world of work. Concepts were identified earlier, during a research project and conference. Generalizations were considered necessary to give applicability and support to the concepts. This study was part of a larger plan to guide high school students to an awareness of the demands of the world of work. Generalizations were identified through individual and group study by national, state, and local consultants representing business, industry, government, and education, and by youth. The concept and generalization framework was divided into three areas of influences upon the individual in the work situation: personal, environmental, and combined personal-environmental. Personal Influences: human needs and values; and individual personalities. Environmental Influences: technology and automation; economic framework; work legislation; work population; work description; work opportunity; and individuals and groups. Personal-Environmental Influences: vocational plans; work situation; work demands; work quality; work attitudes; human relationships; and work and home management. The concept and generalization framework could serve as one basis for developing curriculum materials and media to orient youth for employment and to stimulate youth's constructive use of human and material resources. Such a framework could also promote vocational education programs.

Procedures for Selection of Participants in High School Home Economics Programs With Occupational Emphasis. Barbara Ann Wise. Master's. University of North Carolina at Greensboro, 1967. Interlibrary Loan.

The purpose of this study was to determine the criteria currently used for selection of participants in high school home economics courses with occupational emphasis and to determine if there is an apparent need to improve procedures for the selection of participants. A questionnaire was developed and mailed to a random sample of persons teaching home economics courses with occupational emphasis during the 1965-66 school year. The findings are: (1) Student interest plays a significant role in the determination of participants for home economics courses with occupational emphasis. (2) Few schools had used any type of standardized test as a basis for selection or some type of personal data sheet for obtaining information about the student prior to registration. (3) The majority of students enrolled had previously been enrolled in home economics courses. (4) The ages most commonly recommended for participants were sixteen, seventeen, and eighteen. (5) Evidence from the study reveals that the method for selecting participants for courses with occupational emphasis in the home economics curriculum during the 1965-66 school year had been satisfactory. Implications resulting from this study may provide a frame of reference for those who plan and evaluate home economics programs with occupational emphasis.

Instructional Problems of Teachers in Home Science Degree-Granting Colleges of India. Arvinda Ramesh Chandra. Master's. Iowa State University, 1967. Interlibrary loan.

Purposes were to identify the instructional problems of teachers in home science degree-granting colleges of India; to describe the teachers in terms of their qualifications and responsibilities; and to suggest implications for preservice and in-service education of home science teachers. Data were procured through a questionnaire from 113 of 269 teachers in 29 home science degree-granting colleges. Frequency of responses to qualifications, responsibilities, and problems of teachers were analyzed after grouping teachers into four areas of teaching. Medians were calculated for amount of time spent on teaching and related activities. Some findings were as follows. Only home science was taught by 63.7% of the teachers. Home science degrees were held by 68.8% of the teachers; 66.9% of the teachers had master's degrees. Problems recognized by 50% or more of the home science teachers included 8 problems related to motivation, 11 problems of planning courses, 7 problems on methods and materials of teaching, 6 problems on evaluation of progress of students, and 6 miscellaneous problems. Major implications of findings were that a majority of teachers could benefit from raising their levels of academic preparation for teaching; teachers need more time and assistance to be able to conduct research and guide theses of students; and a majority of teachers need in-service education in all areas of curriculum, instruction, and evaluation.

Analysis of Home Economics Education Curricula in Selected Colleges and Universities in the United States with Recommendations for Home Economics in Taiwan Normal University. Shirley Hsung Hsung Hsu. Master's. Tennessee A. and I. State University, 1967. Interlibrary loan.

The purposes were to: 1) analyze the home economics education curricula in selected colleges and universities; 2) gain information relative to contribution of home economics education to home, family and community living; 3) find some practices relating to general policy and administration of the department; 4)make suggestions and recommendations for improvement of the home economics education curriculum in Taiwan Normal University. Data were collected by use of questionnaires and analysis of catalogues from 32 schools. A review of the findings indicated that 1) the major purpose of home economics education in the schools was to provide for professional careers and to improve home, family and community living; 2) the curricula in the selected schools were somewhat similar in total credit hours required for the bachelor's degree but differed in specific required and elective courses and credits; 3) practically all of the curricula included courses and experiences that would contribute to the improvement of home, family and community living; 4) there was a trend toward decreased courses and required credit hours in home economics, and increased courses and credit hours in the area of arts and sciences; 5) the administration policies relating to teacher selection and promotion were delegated mainly to head of department, administrators and committees.

Preliminary Evaluation of Instructional Needs for Syracuse University, College of Home Economics. Bruce Havens. Master's Syracuse University, 1967. Interlibrary loan.

The interest of the author was to define and evaluate the various needs of the College of Home Economics with a view to a new academic facility. The need to coordinate the extensive specifications for a facility which will house such diversified areas as a Nursery School, a historic costume collection, a textile and a nutrition laboratory, all require a large number of considerations which must be taken into account before such a building is constructed.

The paper is designed in sections: Part I deals with general comments on site and space requirements which might be applicable to any academic institution. Part II is divided into chapters which deal with specific requirements or requests as they pertain to the separate departments of the College. Part III presents a visual and literary summary of area needs.

PROGRAM PLANNING -ADULT PROGRAMS

Suggestion for Improving Home and Family Life in Nepal Villages through Home Science Education. Prabha Basnyat. Master's. Southern Illinois University, 1967. Interlibrary loan.

Purpose was to plan an adequate well-organized program of home science to help village women to improve socio-economic condition in Nepal. Government and public related literature of the United States, Nepal and other Asian countries supplemented the author's observation, work experiences and questionnaire responses of homemakers in two villages. Needed improvements included: (1) A well-planned Home Science Program for the villages; (2) Home Science Club programs meeting the needs, wishes and interests of the villagers; (3) More research and experiments in home science with government support; (4) Women from rural areas to teach there; (5) Experts responsible for a home science training Program, and also retraining (6) Audio visual aids; (7) Mutual cooperation among welfare agencies to solve common problems and to make welfare programs stronger and more worthwhile; (8) Home science workers to teach the use of locally available foods and other resources, the planning of adequate meals, production management of foods and clothing, sanitation, home management and child guidance.

Home Service Occupations Used by Homemakers. Sue Elane Collins. Master's. The Florida State University, 1967. Interlibrary loan.

Purposes of the study were to analyze current home service occupations available and to estimate the future opportunities for trained workers in the specific areas of home services. Job characteristics and the needed competencies for each home service occupation were also investigated. Fifteen interviews were made in each of twelve Florida counties selected on the basis of location and size of population. The interview form was administered by home economics teachers in each of the twelve counties to homemakers from each of the socio-economic groups as identified by means of the McQuire-White Short Form of Social Status. Those home service occupations for which more than 80 per cent of the respondents believed trained people could be employed were: draperies and curtains, aide for a convalescing individual, alterations, equipment and appliances, and babysitting for special occasions. Responses of the homemakers revealed certain desirable entry qualifications. Most homemakers preferred female employees 26 to 35 years of age. The respondents indicated that sanitation, etiquette, grooming, mental development, and preparation in family food service were the most needed competencies for home service occupations.

Management Problems of Young Employed Homemakers. Norma Ann Hunsicker. Master's. Iowa State University, 1967. Interlibrary loan.

Purposes were to identify time and money management problems realized by young full-time employed homemakers and to consider the implications of these problems for Iowa area school curricula. Data were gathered by questionnaire from 250 married, full-time clerical and sales employees 16 through 24 years of age. These women were employed primarily by insurance companies in Des Moines, Iowa. Most frequently mentioned time management situations which caused some or much difficulty is finding time for sewing, ironing, seasonal home care, clothing care, and resting. Putting off disliked jobs, using short cuts, and adjusting to the unexpected were indicated as difficult problems for 30 per cent of the respondents. Money management problems most often mentioned were money for emergencies, anticipating future money needs and staying within the budget. Deciding about sound bargains, avoiding impulse buying and expenditures for home furnishings, clothing and gifts were difficult for over 30 per cent of these women. Educational programs in home management to prepare women who will be in the dual homemaker-wage earner role would be useful. Such instruction should be included in post-high school programs. Home management instruction emphasizing flexible spending plans, consumer education, and organization for conservation of time would be of immediate use to young women who are preparing for employment.

Developing a Training Program for Home Economics Extension Agents in East Pakistan. Mumtaz Masood. Master's. Texas Woman's University, 1967.

Purpose was to provide a basis for organizing and developing a home economics extension training program for East Pakistan. Opinions of 94 Pakistani extension agents, faculty members, and trainees studying in the United States were obtained by questionnaire which provided: educational and work experience information; opinions concerning emphasis to be given a selected list of possible subject matter areas to be included in proposed training program; duration of training program; and frequency of in-service training. Forty-three participants reported village work experience; 51 had none. Over 40 per cent of participants had majored and over 20 per cent had minored in some area of agricultural science. Other areas included social science, science and engineering, and education. Most participants would give much or some emphasis to all subject matter areas listed. Approximately one-half indicated that little or no emphasis should be given to the use of donated foods, art appreciation, world history, international affairs, and English. Thirty-two respondents favored a two-year training program, 31 a one-year program, and 21 a six-month program. Once or twice a year in-service training programs were recommended.

Identification and Evaluation of Concepts for Competences of Home Economist in Extension as a Program Organizer. Ann Thompson. Doctor's. Oklahoma State University, 1967. Interlibrary loan.

In attempting to continue to provide effective educational programs, the Cooperative Extension Service recognizes the need of personnel to develop and improve competences in program development. A survey of the extension education field indicated that to meet the growing demands for a broader extension program,personnel have increasing responsibilities as program organizers and need to develop competences in this area. The phases of the study investigated were: (1) the identification of the competences of a home economist in extension as a program organizer; (2) the assessment of the competences of a home economist in extension as a program organizer; and (3) the identifying and stating of the concepts that are inherent in the competences of a home economist in extension as a program organizer for use in planning in-service education. The findings of the study indicate that competences of home economists in extension as program organizers could be identified and evaluated by the instruments developed by the researcher and that concepts could be stated for the competences. Four broad concepts were identified and stated from the study as a basis for an in-service educational program. These were: (1)continuing education to broaden an extension educational program, (2) relationships and interrelationships within an extension program and among other educational programs, (3) the place of evaluation in program development and (4) program development process and professional leadership role.

Analysis of Tasks in Three Home Related Occupations. Frances A. Shipley. Master's. Iowa State University, 1967. Interlibrary loan.

Purposes were: (1) to identify the tasks performed by employees in three home related occupations of homemaker/home health aide, hotel/motel housekeeping aide, and nursing home housekeeping aide, (2) to determine tasks common to the three occupations and unique to the individual occupations, and (4) to determine possibility of clustering tasks of similar functions. Questionnaires were administered to a sample of 87 employees in the three occupations in Iowa. Respondents indicated on a checklist the tasks performed. The frequency response was: 1) I never do this task, 2) I sometimes do this task, or 3) I always do this task. Clusters of tasks were formed on the basis of intercorrelations of the tasks within the total sample. A core of 11 items predominantly relating to household maintenance were found to be common to the three occupations. The occupation of homemaker/home health aide had the greatest number of unique tasks. Six clusters of tasks in relation to their function were formed including 1) food production, 2) child care, 3) general household tasks, 4) household maintenance, 5) care of ill and disabled adults, and 6) safety.

EVALUATION - SECONDARY SCHOOLS

Experiences of Iowa Senior High School Girls in Housing. Katherine Krista Anderson. Master's. Iowa State University, 1967. Interlibrary loan.

Purposes were to determine the family housing experiences of Iowa girls in grades 9-12; to discover the differences in the kinds and frequency of experiences in relation to grade level and to study relationships between experiences and the grade level, intellectual capacity and place of residence of the girls, social status of the families and working status of the mothers. Data were collected by questionnaire from a stratified random sample of 406 girls in grades 9-12 representing 34 Iowa schools. Analyses involved obtaining frequencies of response for each item by grade level, identifying clusters of items, and correlating cluster scores with personal characteristics. Household tasks done by most girls most frequently were the simple and routine tasks. The heavier, more major and time consuming tasks were done less frequently and by less girls. The number who did household tasks outside the home for pay increased between grades 11 and 12. From one-fourth to one-third of the girls had the opportunity to make housing selections. The higher the grade level the more experience girls had with housecleaning tasks outside the home for pay and interior decorating activities. The higher the intellectual capacity, the more experience girls had with housecleaning tasks outside the home and knowledge of social conditions influencing housing. When mothers worked outside the home girls tended to do housecleaning outside the home for pay.

Guidance Counselors' Perceptions of Home Economics as a Field of Study in the High School. Mary Catherine Becnel. Master's. Louisiana State University, 1967. Interlibrary loan.

A purpose of this study was to test the hypotheses (1) experiences of high school guidance counselors with home economics would be evidenced in their perceptions of home economics; and (2) guidance counselors' perceptions of home economics would be evidenced in their tendencies to recommend home economics courses to high school students. This study was limited to 128 guidance counselors who served in Louisiana public high schools which maintained reimbursed home economics programs. A questionnaire was used as a data-gathering instrument. Part I of the questionnaire determined the guidance counselors' experiences with home economics; Part II, his perceptions of home economics in terms of the goals, subject matter content, and values of home economics in the education of students; Part III, his tendency to recommend home economics courses to high school students in terms of student problems or concerns. Positive relationships were found to exist between guidance counselors' experiences with home economics and their perceptions of home economics; guidance counselors perceptions of home economics and their tendencies to recommend home economics courses to high school students. The following implications for action by home economists were drawn from the findings of this study: Analysis of the home economics program in terms of challenge to the intellectually-gifted and scientifically-inclined students; Analysis of the total home economics program in terms of the purposes of home economics as stated by home economists; Development of more effective communicative skills in interpreting the goals, subject matter content, and values of home economics as a field of study.

Interests and Abilities of Ninth Grade Homemaking Students Related to Parents' Formal Education. Wanda Elizabeth Buzbee Brian. Master's. Texas Woman's University, 1967. Interlibrary loan.

Purpose was to study differences in mental ability and interests of homemaking students grouped according to the level of parents' education. Data were gathered from 109 subjects enrolled in junior homemaking classes. Two information schedules were employed to obtain mental abilities scores and for interests of 109 girls, ranging in ages from 11 to 17. Parents' educational levels were obtained from students' school records. Students were placed in four divisions, according to educational level of each parent. Parents of Group I students completed from 4th to 8th grades, Group II parents from 9th to 11th grades, Group III students' parents were high school graduates, while Group IV had received formal training beyond high school. The mother's educational level showed no effect on the daughter's level of mental ability, but indicated that as the father's education increased, the daughter's level of mental ability showed a positive and sometimes significant increase. Results further indicated that for the sample studied, mother's educational level had no effect on daughter's interest in relationships to other people. As father's education increased, indications were that daughter's interest in group activity increased.

A Study of Certain Factors Which Might Have an Influence Upon the Experiences with Foods at Home of High School Girls in Eleven Centers in South Mississippi. Ida Carolyn Carpenter. Master's. University of Southern Mississippi, 1967. Interlibrary loan.

Purpose was to determine the existing relationship in eleven centers between the experiences with foods at home of high school girls and four factors: number of children in the students' families, students' place in families, students' participation in the Future Homemakers of America organization, and students' first semester home economics grades for the 1966-1967 school term. The study was limited to second-year home economics students who had completed a foods unit. Five counties were used. A questionnaire for the mothers' use in relating their daughters' experiences with foods at home and two forms for the home economics teachers' use in reporting the students' home economics grades and participation in the FHA were prepared. Data for each factor were handled by the use of percentages of total responses in each of the five response categories. In each of the five response categories, the greatest number of responses was in the "always" response category for the factors: number of children in the students' families and students' place in the families. Students who were not members of the FHA seemed to have as much experience with foods at home as did those who were members. Students making B's seemed to have more experience with foods at home than other students; the lower the grade, the less experience they had with foods at home.

Attitudes of Florida Home Economics Teachers, Students, and Parents toward Home Visits. Susan Hearn Dillon. Master's. The Florida State University, 1967. Interlibrary loan.

Purposes of the study were to determine selected attitudes of home economics teachers, students, and parents toward home visits and to compare the attitudes of home economics teachers toward home visits with the attitudes held by home economics students and their parents. Questionnaires were administered to 188 teachers, 302 students, and 231 parents. The chi-square test was used to analyze the data. It was found that the value teachers place on home visits tended to be more favorable than unfavorable. The attitudes the teachers believed students and parents had toward home visits appeared to be influenced by the attitudes the teacher had toward home visits. The attitudes of the students and parents were not related to the attitudes of the teachers but were affected by whether or not the student or parent had been visited by the teacher. If home visits were not a required part of the Vocational Home Economics program, a majority of teachers indicated that they would still include them, but not as many as are presently required.

Measuring the Attainment of Textile Concepts by High School Pupils. Charlene B. Fox. Master's. Iowa State University, 1967. Interlibrary loan.

Purpose was to develop and validate an instrument which teachers might use in determining the attainment of certain textile concepts. Essay tests were administered to pupils in 19 schools to obtain concepts and word usages for a multiple-choice test. The responses were organized by level of concept and reviewed by specialists in education and textiles and clothing. Sets of multiple-choice and essay items were administered to approximately 130 pupils, the former being given first. They were scored by assigning a value of four for an abstract level response, three for construct, two for concrete and - one for inaccurate. Low correlations were found between the essay and multiple-choice scores: Set A .374, Set B .173, and Set C .318; hence, the multiple-choice test is not a valid indicator of the pupils' level of conceptualization as indicated by his verbalized concept. Some pupils whose written responses were classified in one of the higher levels, selected an inaccurate response. The scores were somewhat higher on the essay than on the multiple-choice test, indicating that these pupils were able to verbalize at a higher level than to make a multiple-choice selection.

Attitudes of High School Students and Young Adults Toward the Gainful Employment of Married Women. Phyllis Rivkin Goldman. Master's. Cornell University, 1967. Interlibrary loan.

A scale measuring attitudes toward wife working was administered to 11th and 12th grade students in 1959 as part of larger study. Student indicated feelings toward wife working for various reasons, before children and with preschoolers in family. Mailed follow-up was done in 1966. A group of students in high school in 1965 also responded to scale. Mean scores were compared for male and female groups on each administration; reasons for which wife might work were ranked and rank coefficients computed. Females (1959) as compared with 1959 males were more favorable to wife working, placed more emphasis on working to raise family's living standard, and held differing heirarchy of values regarding wife working. Both males and females re-tested 1966 favored wife working more than they had 7 years previously; females had different hierarchy of values, again stressing work to raise living standards. Males (1965) held different hierarchy than 1959 males, putting more emphasis on community need of wife's skills and wife's boredom with homemaking. Females (1965) differed in hierarchy of values (putting more emphasis on employment to escape boredom of homemaking and satisfying wants of modern living) from 1959 females; both groups were similar in attitude toward wife working. Somewhat more than half of 1959 females (and most males for their wives) when questioned in 1966 hoped to be exclusively occupied with homemaking both 5 and 10 years in the future.

Factors Related to the Election or Non-Election of Home Economics at Page High School, Greensboro, North Carolina. Barbara Jean Hawkins. Master's. University of North Carolina at Greensboro, 1967. Interlibrary Loan.

The purposes of this study were: (1) to identify some of the factors that related to the election or non-election of home economics by tenth and eleventh grade girls at Page High School, Greensboro, North Carolina, and (2) to compare the factors that influenced tenth and eleventh grade girls. The study was designed to obtain general background information and identify the degree of influence specific factors had on the students in their election or non-election of home economics. A questionnaire was developed and administered to all of the tenth and eleventh grade girls. The majority of the respondents were not enrolled in home economics at the time of the study but had previously enrolled in home economics at the eighth and ninth grade levels. Limited electives and previous home economics classes were indicated frequently as having influenced students not to elect home economics. Previous home economics classes had also influenced students to elect home economics. "Prepares one for marriage," was the general factor most frequently indicated as influencing eleventh grade home economics students to elect home economics. Clothing and foods and nutrition were the two units taught as a part of home economics that had influenced girls most frequently to elect home economics at one time or another. The persons most frequently indicated as having influenced students to elect home economics were the home economics teacher, the guidance counselor, and their mothers.

Factors Differentiating Students in Lancaster Senior High School Who Participated in the School Lunch Program From Those Who Did Not Participate. Betty B. McManus. Master's. Winthrop College, 1967. Interlibrary loan.

Purposes were to determine the relationship of selected factors and school lunch participation. Data were gathered from questionnaires administered to 390 boys and 381 girls, including tenth, eleventh, and twelfth graders. The relationship between school lunch participation and the hypothesized variables was determined by the use of chi square. Significant differences in school lunch participation were found between the following: Boys and girls, with 81 percent of boys and 61 percent of girls participating; students from different grade levels, with the eleventh graders showing 80 percent participation, tenth graders, 68 percent, and twelfth graders, 66 percent; and students active in school athletics and those who were not, with a higher percentage of athletes than nonathletes participating. The results indicated more than a chance relationship between each of the variables of sex, grade level, and athletic activity and participation in the lunch program. Sex and grade level were found to be significantly related to school lunch participation at the 1 percent level and athletics at the 5 percent level. Implications were there is a need to::(1) improve food practices of girls; (2) determine the why and how of grade differences, and (3) develop programs for improving teenage nutrition.

Former Homemaking Students' Beliefs Concerning Their Homemaking Activities and Secondary School Homemaking Education. Edith Elsie Matheson. Master's. Oregon State University, 1967. Interlibrary loan.

Purpose was to discover whether present feelings about the homemaking activities of young women who had had two or more years of homemaking education and had graduated from high school six years ago were influenced by class learnings. A questionnaire containing 71 homemaking activities sent to 395 graduates of 56 Oregon high schools was returned by 24 percent. Over two-thirds reported they performed 57 of 71 homemaking activities, enjoyed 38 of activities, learned nine in classes but believed their homemaking classes did not influence their feelings about any. Over two-thirds believed that 65 of the homemaking activities should be taught. Ninety percent of the respondents chose 15 activities that should be taught in homemaking classes. Of these 15 activities none from the areas of child development or family relationships was chosen by 90 percent of the respondents.

Beliefs and Practices Concerning Administration of Homemaking Programs in Seventh and Eighth Grades in Iowa. Lorine R. Matters. Master's. Iowa State University, 1967. Interlibrary loan.

Purposes were to discover beliefs of school administrators in Iowa concerning homemaking programs in seventh and eighth grades and to determine practices being followed in carrying out the programs; to ascertain what differences exist in the practices being carried out in administering homemaking programs according to organizational patterns of the school systems and in the beliefs of administrators according to length of service. A questionnaire was developed and sent to all schools in the state of Iowa that had 7th and 8th grades. The principal in charge of these grades was asked to respond. Data from 476 were analyzed to fulfill the purposes of the study and frequencies reported as number or percentages. In general, the responses involving beliefs did not differ according to length of administrative experience. Four-fifths believed that homemaking education should aid the pupil in improving appearance, personal hygiene, and grooming; more than three-fifths believed it should aid in knowledge of growth and development of the individual. Cooking and sewing skills were anticipated outcomes by 66 per cent. Few saw it as aiding in developing managerial skills. Thirty-eight per cent of the schools had a required course for girls and three per cent, for boys at seventh grade. Seventy-five per cent of the girls and four per cent of the boys in eighth grade were offered homemaking.

Evaluation of By-passing as a Technique for Adjusting a Self-Instructional Clothing Program to Initial Individual Differences. Mae Gregory Murphy. Master's. University of North Carolina at Greensboro, 1967. Interlibrary Loan. Microfilm.

The purposes of this study were to initiate a by-pass system into the self-instructional clothing program developed as part of the U.S. Office of Education Cooperative Research Project No. 5-1042 and to appraise the gated program using a field test as a source of data. Preparation of the gated program included (1) the division of the program frames into small sections of frames which could be by-passed, (2) designation of criterion frames in the sections as gate frames, (3) the designation of gate frames into student-controlled and teacher-controlled gates, and (4) the development of an answer booklet for the gated program including instructions for using the by-pass. An answer booklet for both the gated and ungated form of the program, a time-and-error record, a student experience questionnaire, and a student reaction form accompanied the program. Fifty-seven first-year home economics students in two junior high school classes were randomly assigned to one of two clothing program experimental conditions: (a) using the by-pass, and (b) not using the by-pass. Findings indicated no significant difference between the two groups with respect to five variables related directly to mastery of program objectives. Reaction toward programmed teaching and the gated program were generally unfavorable in both groups. Students did agree that programmed teaching is good; however, they indicated teachers can teach better than a program can teach and that programmed instruction is a boring way to learn.

Development of an Evaluation Device to Accompany a Self-Instructional Program on the Teaching of Generalizations and Cyclic Individual Testing and Revision of the Program. Carol Stainback Newnam. Master's. University of North Carolina at Greensboro, 1967. Interlibrary Loan.

The purposes of this study were to develop an evaluation device to accompany a self-instructional program on the teaching of generalizations and to administer the same program to individual students for the purpose of revising the program. Subjects used to carry out these purposes were selected from home economics education majors at five universities. Two equivalent forms of an evaluation device were developed. A Kuder-Richardson test of reliability and an item analysis were computed. The equivalent forms of the device were combined to form one device because their measures of reliability were low. The combined form had a low reliability of .57. Recommendations for revision of the evaluation device were given. The first draft of the program was administered to nine home economics education majors at the University of North Carolina at Greensboro. Each subject read and responded to the program. Comments and questions made by the subjects were recorded and used to make revisions in the program. The average time spent reading the program was four hours and thirty-two minutes. The opinions of the subjects toward this method of learning were favorable. The subjects also indicated that their responses to the program should be checked by the instructor, and they should be able to check their own work with an appendix of correct responses.

Factors Affecting the Election of Home Economics in the Secondary Schools of Bangkok, Thailand. Nualkhae Palivanich. Master's. The Florida State University, 1967. Interlibrary loan.

Purposes of the study were: (1) to ascertain and to compare the characteristics of age, grades and interests of the students who selected home economics and those who selected academic subjects in Bangkok secondary schools; (2) to ascertain the reasons given by students for selecting or not selecting home economics; and (3) to determine relationships between the home economics and academic students who planned to go to college and who planned to seek employment. The subjects for the study were 120 eleventh grade girls in the two academic and two vocational secondary schools of Bangkok, Thailand. Data regarding student election or non-election of home economics in the senior high school were collected by means of a questionnaire. The chi-square test was used to analyze the data. It was found that the average age of students electing home economics in the vocational secondary schools was significantly higher than that of the academic students. Students who attended academic secondary schools had a higher grade average than the students who attended the vocational schools at the time of graduation from junior high school. The major reason given by students for electing home economics courses in junior high school was "It was a required course." The future plans of the students and their attitudes toward jobs may be deciding factors in the election of home economics in the vocational schools.

Evaluation of a High School Home Economics Curriculum Using Concepts and Generalizations. Allene Sedlmayr Peebles. Master's. University of Wisconsin, 1967. Unavailable.

Purpose was to evaluate the Oconomowoc High School home economics curriculum by using as a measuring device the concepts and generalizations on which the curriculum was developed. The population included students graduated 1961-65 and parents of senior girls, class of 1966. The questionnaire included fifty generalizations and respondents indicated (1) importance to competent living; (2) whether home, school, or self education was most effective for its understanding; (3) what subject areas in school could best develop competence related to it. Generalizations concerning the family and human development were rated as most important by both parents and graduates. Next generalizations in family and consumer economics. Slightly more graduates than parents rated all groups of generalizations important, with close agreement between the two groups. Both groups considered generalizations best developed in school. Respondents indicated home economics the subject area which best developed competence, with social science ranking next. Home economics was recognized by a higher percent of graduates than parents. Chi square values for all data were significant, with values for graduates' responses higher than for parents.

Development and Evaluation of a Programmed Unit at the Beginning Level in Nutrition. Joan M. N. Richards. Master's. University of Wisconsin, 1967. Interlibrary loan.

Purpose was to evaluate the effectiveness of pupil achievement using a programmed unit at the beginning level of nutrition for secondary pupils. Data were gathered from three experimental and three control groups consisting of both boys and girls, a total of 82 pupils. The same teaching units as to objectives, content, learning experiences, and resources were used for all groups. The experimental groups utilized the programmed unit in addition to traditional methods and the control group was limited to traditional methods of teaching. The findings did not indicate any difference in pupil achievement between experimental and control groups. There was a statistically significant difference at the .05 level for the difference in achievement of high and low achievers when all experimental groups were combined, and was not evident within the experimental groups.

Concepts of Early Parenthood Held by Senior Pupils in Iowa High Schools. Marylin J. Roman. Master's. Iowa State University, 1967. Interlibrary loan.

Purposes were to identify concepts of Iowa seniors concerning early parenthood and to discover relationships of these concepts to sex and dating status of pupils and to social status of their families. Seventy seniors completed free response statements related to aspects of parenthood. The responses were used to develop 25 multiple-choice items which were organized into an inventory. Within each multiple-choice item the respondent was to mark his first, second and third choice of six concepts which best explained his thinking on the particular aspect of parenthood. Five boys and five girls, systematically chosen, from 19 randomly selected schools responded to the instrument. Both boys and girls had highest mean scores for the same concepts in 15 of the 25 multiple-choice items. Two concepts having the highest mean scores for both boys and girls were: responsibilities of parents involving play activities of their preschool child include seeing that he has a chance to be with other children; and sources of help on child rearing practices of young parents include books on child growth and development. Only nine significant relationships existed between dating status and the 150 concepts; and five, between social status and the concepts.

Recent Graduates' Evaluation of the Adequacy of a Secondary Home Economics Program. Cathyrn Sands. Master's. Texas Woman's University, 1967.

Purpose was to evaluate adequacy of home economics program of S. H. Rider High School, Wichita Falls, Texas, in meeting present and future needs of students. Opinions of 82 graduates obtained by questionnaire which included: general background information, opinions as to value of experiences provided in home economics, need for more experiences in home economics, and most beneficial areas of home economics. Over three-fourths of the respondents placed much value on 54 of 60 experiences in the areas of food and nutrition, clothing and textiles, management, family and personal relationships, child care and development, and housing. Experiences in areas of clothing and textiles and in housing were valued slightly higher than in other areas. Married graduates placed more value on management, family and personal relationships, and child care and development than did single graduates. Need for additional help indicated by one-fourth of graduates in 60 listed experiences. Most recognized needs were in management, family and personal relationships, and child care and development. Rankings of the three most beneficial areas of home economics were consistent with opinions of value and adequacy of specific experiences. Continuous evaluation needed for effective programs.

Home Economics Programs in Catholic High Schools in Iowa. Sister Mary Hyacinth Schuetz. Master's. Iowa State University, 1967. Interlibrary loan.

Objectives were to investigate the scope of the programs of home economics offered in Catholic high schools of Iowa and to determine what differences existed among the four dioceses in the State. A prepared questionnaire was sent to 57 Catholic senior high schools in Iowa having enrollments of 60 or more pupils. Administrators were asked to give information on school enrollment and whether home economics was offered; teachers, on their professional background, the programs in the schools, and the pupils being served. Dioceses were compared as to number of schools, course offerings, and pupils served. Thirty-five Catholic schools in Iowa offered home economics during 1965-66. One diocese had 15 schools; another, ten; a third, seven; and a fourth, three. The majority of programs emphasized development of the individual and family life. Of the 36 teachers responding, 29 were members of religious orders. All teachers had a bachelor's degree; 12, a master's. At the time of the study, 16.4 per cent of the girls enrolled in the participating schools were taking courses in home economics, the number increasing gradually from freshman through the senior year. Dioceses differed in the percentage of girls enrolled and in the grade level where the majority of pupils were receiving instruction.

A Comparison of Attitudes and Beliefs of Homemaking III Students Toward the Status of Women in Today's World Before and After a Unit on the Roles of Women. Lorene Eubanks Smith. Master's. Southern Illinois University 1967. Interlibrary loan.

The main purpose of this study was to test the consistency of attitudes and beliefs of students in relation to the status of women in modern society. The hypothesis is that the attitudes and beliefs of homemaking students before and after a unit, "The Status of Women in America Today," will be altered or changed. An experimental and comparison group of similar size, curriculum, social and physical environment were used. The two "Scales of Beliefs" which were planned and constructed for this study were administered to the two groups at the beginning and end of the study. The unit, "The Role of Woman in Modern Society," was planned and taught to the experimental group. The comparison group received no additional information. The statements on the "Scales of Belief" were classified into twelve categories for more meaningful analysis. Tabulated percentile score included comparison of responses on positive statements, negative statements and on both positive and negative statements, and consistency of beliefs on first test, on second test, and on both tests. The hypothesis was considered to have been supported by results of the tests administered. The scores of the experimental group indicated that this group was examining, changing, and clarifying their beliefs much more than the comparison group.

Development of an Evaluation Device to Measure Quality of Workmanship on a Blouse. Mary McNeely Solomon. Master's. University of North Carolina at Greensboro, 1967. Interlibrary loan.

The objectives of this study were to develop, test, and revise an evaluation device for quantitatively scoring the quality of blouses constructed by students who learned to sew by following the self-instructional program. The program was developed as part of United States Office of Education research project No. 5-1042. A rating scale was selected as the appropriate device. A dichotomous type of scale was constructed, tested, and discarded in favor of a three-level scale on which judges could appraise each construction process by considering several levels of quality. Twenty-one blouses secured from Home Economics I students and from research staff members were used for testing of the scale. Five judges, four juniors in home economics education and one a graduate student in clothing, participated in three training sessions before scoring the blouses during a period of one month. The mean scoring time was 100 minutes. The range of scores for the blouses indicated the device distinguished among blouses of varying quality. Reliability for the scale was based on intercorrelations among pairs of judges. These correlations ranged from .65 to .89, the average being .82. Although this was considered satisfactory, it was believed the reliability could be improved by wording the scale in such a way that it is more objective. The scale in its present form is too lengthy and detailed to be used by home economics teachers, but it may serve as a guide to improved scoring of quality of sewing.

An Estimate of the Degree of Readiness for Marriage of a Selected Group of High School Girls as Indicated by a Marriage Readiness Rating Scale and the Relationship of Certain Background Factors. Mary Moore Weaver. Master's. The Ohio State University, 1967. Interlibrary loan.

This study was designed to provide an estimate of the degree of readiness for marriage of a selected group of high school students by means of a marriage readiness rating scale. The number of years of home economics the student had completed and the background factors of religious affiliation, marital status of parents, parents' occupation, parents' education, and scores on a mental maturity test were analyzed in relation to the scores. Data for the study were obtained from seventy-eight senior girls enrolled in a high school Home Economics IV class. A regression analysis was performed using variables from the background characteristics and the scores obtained from the rating scale. The following variables were selected from the analysis as being significant: number of years of home economics (most significant), mothers' employment, fathers' occupation, and fathers' education. A comparison was also made between the mean scores of the extremes within each of the above categories. The most significant difference was found in the mean scores of the first and fourth year home economics students. Limited differences were found between the students in the other categories. The findings indicate that marriage readiness as determined by the rating scale, was significantly related to the amount of home economics instruction.

EVALUATION - COLLEGE

The Relationship Between Personality Structure and the Preference for College Grading Systems. Delores Kluckman. Master's. University of Minnesota, 1967. Interlibrary loan.

Purpose was to study whether differences in personality structure would explain differences in preference for various types of evaluative grading systems. Three measures of authoritarian personality structure and a questionnaire regarding preferences for grading systems were administered to 201 undergraduates in Home Economics. Minnesota Scholastic Aptitude Test scores and Miller Analogies scores were used as measures of academic ability and reasoning ability, respectively. Five hypotheses tested were: 1) Authoritarian students prefer precise grading systems while nonauthoritarian students prefer systems which are imprecise; 2) Authoritarian students with high academic ability prefer precise grading systems while authoritarian students with low academic ability prefer imprecise grading systems; 3) Authoritarian students prefer external cues in daily work evaluation while nonauthoritarian students prefer internal cues; 4) Nonauthoritarian students have a higher level of reasoning ability than authoritarian students; 5) There is no difference between authoritarian and nonauthoritarian students with respect to academic ability as usually defined; and 6) High reasoning ability students prefer imprecise grading systems while low reasoning ability students prefer precise grading systems. Supported by statistically significant chi square values were hypotheses 1, 3, 4. Hypothesis 5 was reversed at a statistically significant level.

A Study to Determine the Differences Among Value Orientations of Specific Majors Enrolled in a College of Home Economics. Gladys Whipple Langfeldt. Master's. University of Maryland, 1967. Interlibrary loan.

The purpose of this study was to determine if there were differences among value orientations of specific majors in the College of Home Economics at the University of Maryland. The Allport-Vernon-Lindzey Study of Values test was administered to 458 female volunteers from the five technical fields in home economics as listed in the University of Maryland Bulletin, College of Home Economics, 1966-68. The null hypothesis for the total study was that there would be no significant differences among the value orientations of the different majors. The techniques used for the design of the study were the F-ratio test for variance and the Duncan's Multiple Range test. The latter test was applied to the F-ratio matrix to determine which means were significantly different at the five per cent level of significance. Findings of the study refuted the null hypothesis that there would be no significant differences among the value orientations of the different majors. According to the F-test, there were significant differences found in value orientations between majors. Findings have some significance for curriculum development in the area of home management.

Evaluation of the Changes in Students' Attitudes Towards Marriage During A Course in Family Relationships. Kaaren M. Larson. Master's. University of Wisconsin, 1967. Interlibrary loan.

The purpose of this exploratory study was to assess the changes in college students' attitudes towards marriage during the semester the subjects were enrolled in a course in family relationships; and to compare the marital attitudes of the instructor of the course to students' attitudes; and to examine relationships between selected personal factors of subjects and the expressed attitudes. A Marital Attitude Inventory was developed and administered to subjects at the beginning and end of the course. All subjects were females. The instrument reliability was .96 (Hoyt). The results of the study indicated that a change in marital attitudes did occur, especially in areas relating to children, and dating and courtship. The changes were towards the attitude of the instructor.

It would be premature to make any conclusions as to the effect of the family relationships course or attitudes of instructor on change in students' attitudes. It appears that relationships do exist and that these relationships can be evaluated.

An Evaluation of Concepts and Their Related Competences for the Study of the Family in Women's Liberal Arts Colleges. Sister Mary Claudelle Miller S.C.L.. Doctor's. University of Wisconsin, 1967. Unavailable.

Purpose was to evaluate concepts and related competences as content for the study of the family in women's liberal arts colleges. Relative importance of eighty-three concepts gleaned from current professional literature was evaluated by a jury of family specialists using a Q-sort instrument developed by the investigator. Ten related competences were rated by administrators of the 170 accredited women's liberal arts colleges in the U.S. as to their relationship to aims of liberal education for women. Findings indicated that family specialists rated concepts in the area of personal and family relationships as most important in study of the family, "communication" receiving the highest consensus score. Other high-scoring concepts included: values, marriageability, marriage, companionship, interaction, love, inter-personal competence, empathy. Administrators reported competences associated with these concepts were closely related to aims of liberal education for women, that their institutions offered opportunity for students to develop them, and that liberal arts curriculum contributes to their development. An interdisciplinary program of family studies may be especially suited to the liberal arts setting and needs of students. Q-sort reliability .74 (Hoyt). Population reliability between .615 and .813 at 95% level of significance (Feldt).

An Ideographic Study. Alice W. Petersen. Doctoral. Iowa State University, 1967. Microfilm.

A description of one college teacher's personal qualities, teaching methods, her classroom atmosphere and growth of her students. Data were collected by tape recording 17 class sessions and interviews with subject and a sample of former students. There was evidence that in this course on family relations an atmosphere of mutual positive regard was established, that cognitive and affective growth resulted, that students increasingly took responsibility for their own growth, and that class sessions were interesting to students. They became more open and committed to total living. The use of personal experience of the subject, flexibility in the discussions, and the physical arrangement of the classroom contributed to effectiveness. Among the characteristics that students saw in the subject were these:acceptant, humanistic, enthusiastic, open, mature, honest, spontaneous. The data suggests that student growth in the class was not directly related to academic ability but to the personal qualities of the students and the degree of positive response exposed in their interviews.

Differences in Attitudes of Selected Freshmen and Senior Home Economics Majors Toward Their Profession. Sister Paul Noreen Schmitz, C.S.J. Master's. Southern Illinois University, 1967. Interlibrary loan.

Hypotheses to be tested were: (1) Senior home economics majors will indicate a more positive attitude toward the profession of home economics than will freshmen home economics majors; (2) Freshmen and senior majors in home economics at state controlled institutions will indicate more positive attitudes toward the profession of home economics than will freshmen and seniors at Catholic liberal arts colleges. The subjects were 280 freshmen and senior home economics majors in three Catholic liberal arts colleges and three state controlled institutions. The instrument for this study consisted of two parts, and opinion scale and a semantic differential. The analysis of data showed that freshmen students in both liberal arts colleges and state controlled institutions expressed more positive attitudes toward home economics than did the senior students in both institutions. Both freshmen and seniors in the Catholic liberal arts colleges expressed more positive attitudes toward home economics than did the freshmen and seniors from the state controlled institutions. The study indicates a need for improved communication to promote a true understanding of the home economics profession.

The Proficiency of Home Economics Education Majors in Subject Matter as Determined by the National Teacher Examination. Linda K. Warnke. Master's. University of Nebraska, 1967. Interlibrary loan.

The major purpose for this study was to ascertain the proficiency of home economics education majors in subject matter as determined by the National Teacher Examination. More specifically, the investigator was trying to determine the relationship existing between student achievement on the NTE and selected factors including grade point averages, personal background information, and the number of course credits earned by home economics education majors. A random sample of ten students was selected to complete a personal information questionnaire and to take the NTE administered at the University of Nebraska during March, 1967. Their NTE scores were used as a means of comparison throughout the study. The information gained through the completion of this study produced the following pertinent findings: (1) The test sample scored below the norms in one area of the NTE--Social Studies, Fine Arts, and Literature. (2) Students having participated in more related activities and having read more professional magazines scored higher on the Home Economics Section of the NTE. (3) Students tending to rank high on the NTE also ranked high in grade point averages and in the number of course credits earned in general education, professional education,and total credits earned. (4) The NTE, although it does possess some limitation, is thought to be an effective evaluation device which can objectively assess academic preparation of individuals enrolled in teacher education programs.

EVALUATION - ADULT EDUCATION

Home Safety Needs of a Certain Group of Homemakers in Williamson County, Illinois. Erlene Bretzlaff. Master's. Southern Illinois University, 1967. Interlibrary loan.

The hypotheses of the study on home safety were: (1) homemakers in Williamson County know which of the rooms in the home are least safe, in relation to home safety, by being able to identify the hazards in the room; (2) home safety needs of the homemakers in Williamson County are recognized needs in home safety rather than lacks in home safety; (3) the homes of the homemakers in the lower socio-economic group are less safe than the homes of the homemakers in the higher socio-economic group; (4) the homes of the homemakers in the 25 to 35 year old age group have fewer home hazards than the homes of the homemakers over 35 years of age. Participants were homemakers of the Williamson County Homemaker's Extension Association randomly selected. A questionnaire containing a check list of 79 home safety practices was used. A personal information sheet was included. "The Measurement of Social Status" by McGuire and White was used to determine socio-economic status. Each homemaker ranked the rooms in the family dwelling according to concepts of safety. Fifty-seven per cent of the homemakers in the study ranked the kitchen as being the least safe room. The living room ranked as the safest room in the home of the homemakers. Homes in the upper middle socio-economic group seem safer than the homes of homemakers in the lower socio-economic groups. Home safety habits were less often practiced by homemakers in the under 35 year old age group than the over 65 year old age group.

The Values of Groups of Homemakers in Bond County, Illinois, in Relation to Organizations to Which the Homemakers Belong. Maxine Theresa Pinazzi Kimmel. Master's. Southern Illinois University, 1967. Interlibrary loan.

The study was designed to investigate relationships between expressed values of homemakers and the objectives of certain organizations to which they belonged. The objectives of ten women's organizations in an Illinois county were classified as family related, community related, or individual related. A forced choice instrument developed by Kohlman at Iowa State University was administered to twelve groups of homemakers belonging to these organizations. One hundred forty-three subjects completed the instrument, which is designed to give scores for eight arbitrarily chosen values. Scores for two values, "concern for others" and "family life" were used in the study. The results indicated that there was a significant difference in the scores assigned to these values, by homemakers from different organizations. A second hypothesis was that homemakers who belonged to organizations with a higher number of family oriented objectives, would also give higher rankings to the values "family life" and "concern for others." This hypothesis was not supported.

Reasons for Participation of a Select Group of Low-Income Women in Sewing Classes. Mary Jane Perdiue. Master's. Southern Illinois University, 1967. Interlibrary loan.

Purpose of this study was to determine the motivation of a select group of low-income homemakers who attended sewing classes sponsored by the Office of Economic Opportunity. The sample included an equal number of Negro and Caucasian women. Sixty per cent of the women attended every class. Eighty-two per cent of the group came to class to learn to sew to save money. Seventy-six per cent came to enable themselves to add new clothes to wardrobes. Eighty per cent of the women preferred to sew for themselves. Only forty-eight per cent of the women wanted to make clothing for other members of their family.

Iowa Extension Home Economists' Perception of Human Development and Family Relationships as an Area of Study. Marian D. Rauch. Master's. Iowa State University, 1967. Interlibrary loan.

Purpose was to identify the perceptions Iowa extension home economists have of the field of human development and family relationships in relation to content and importance. Data were gathered from 70 Iowa extension home economists. Home economists responded to 76 human development and distractor items indicating the extent each item represented human development and family relationship according to a four point scale and indicating their perception of the importance of the item according to a four point scale. Intercorrelations among content items were computed and clusters of interrelated items formed. Analysis of means for individual items and for clusters indicated that extension home economists as a group perceived the distractors as having less human development and family relationships content than the other items and clusters. They also perceived the importance to extension programs of human development and family relationships topics to a lesser degree than they perceived the topics as representing human development and family relationships content. Recent graduates perceived the changing society cluster as being significantly important to extension programs. Extension home economists with more extension experience perceived two clusters (atypical situations and attitudes, goals, values, and motivations) as significantly important to extension programs.

A Comparison of Blind and Sighted Homemakers on Self-Feelings and Satisfactions Gained in the Performance of Homemaking Tasks. Bernestine Walker Sanders. Master's. No. Carolina College at Durham, 1967. Interlibrary loan.

Purposes were to determine and compare the self-feelings of blind and sighted homemakers, and to further determine relationship of these feelings to satisfactions gained in performance of homemaking tasks. Fifty-five subjects participated in the study, 25 blind and 30 sighted. Chi square data revealed no significant differences within the two groups on the self-feeling scales. Findings showed that for both groups the most positive feelings toward performing household tasks were in the child care area. Clothing related tasks were least liked by the two groups. Blind homemakers liked home care tasks second best, the sighted homemaker ranked this task in the fifth position. Health-related tasks were in the second ranked position for the sighted and fifth for the blind. Food and laundry related tasks ranked third and fourth for the blind, and in the reverse order for the sighted. The results of the study showed (1) no significant differences between the two groups on self-concepts, (2) no significant differences between the groups on feelings toward performing homemaking tasks, and (3) a close relationship between self-concepts and attitudes toward performance of certain household tasks.

Use of a Self-Instructional Program on Basic Sewing Skills by Adult Women Unsupervised in Their Homes. Betsy Roberts Schenck. Master's. University of North Carolina at Greensboro, 1967. Interlibrary Loan.

The purpose of this study was to determine the usefulness of a self-instructional program, Sewing Step-by-Step, in teaching adult women to sew in their own homes without the supervision of a teacher. The program was developed as part of the U.S. Office of Education Research Project No. 5-1042. Requirements for the eligibility of the participants were that the women be high school graduates who had not constructed a blouse or dress unsupervised since completion of high school. The ten participants who completed the program were interviewed about their experience and their blouses were evaluated quantitatively, using a scoring device previously developed. Scores compared favorably with scores of high school students who followed the program when making blouses in a classroom situation. There was wide range in the number of weeks required for completion of the program. Reaction to the program was generally favorable. This study demonstrated that women can learn to sew using a self-instructional program unsupervised in their homes if they read at the eighth grade level, if they are relative beginners in sewing, and if they are adequately motivated. Women who use the program should be informed of (1) the characteristics of programmed instruction, (2) the overall purpose of Sewing Step-by-Step, (3) probable amount of time required to complete the program, (4) procedure to follow in using the program, (5) the preference as to writing or not writing responses, and (6) procedure for panels.

Exploratory Study of Relationships between Selected Aspects of Home Environment and Employment Criteria of the Husband. Mary Fern Vanpool Souder. Doctoral. Iowa State University, 1967. Microfilm.

Purposes were to identify characteristics of the home environment of skilled, semiskilled, and unskilled workers related to employment history of the husband; test various methods of obtaining information; and develop a rationale for further studies. Sample of 40 employees of a midwestern manufacturing firm included married men with wives employed less than half-time with children under the age of 18, 20-40 years old when employed by the company between 1951 and 1955. One-half were in lower and one-half in upper wage groups. Sources of data were the company, interviews of homemakers, and questionnaires for husbands. Data were analyzed through case studies, comparison of means of the two groups, and intercorrelation among variables. Employment history was related to such variables as quality of housing, homemaker's knowledge of clothing and textiles, social participation of family, type of work clothing worn by husband, extent to which husband selected own clothing, number of newspapers and magazines in home, educational level of wife, and attitude of wife toward husband's job. Methods of obtaining information were satisfactory. Hypotheses for future testing were proposed.

Reasons for Participation in Women and Youth Groups in Two Development Areas of Thailand. Ruangurai Srinilta. Master's. Iowa State University, 1967. Interlibrary loan.

Purpose to obtain from members the degree of importance of reasons for joining and remaining in women and youth groups. One hundred sixty three members from the northeast and south area of Thailand responded to a questionnaire. Chi-square was used as a test of significance. Most of the members saw reasons No. 2, "Many of my friends are participating, so I thought I should follow them", No. 10, "I want to have a chance to become a leader of the community", No. 13, "Meeting times are convenient for me", No. 27, "Activities provide me experiences needed in my money-earning" as moderately important to their participation. Reason No. 12, "I want to have a few hours of being away from the regular duties at home", was seen as not important and all of the remaining reasons were seen as very important for most of the members. Reasons No. 5, "I like to be with others", No. 12, I want to have a few hours of being away from regular duties at home", No. 14, "Meeting place is close to my home", and No. 16 "I want to become a better groomed person", were statistically significant when associated with development area. Reason No. 13, "Meeting times are convenient for me", was found to be significantly associated with marital status.

A Study to Ascertain the Leadership Styles of Selected Maryland 4-H Volunteer Lay Local Leaders. Patricia M. Stabler. Master's. University of Maryland, 1967. Interlibrary loan.

The purpose of this study was to determine the leadership styles among selected Maryland 4-H volunteer local leaders as content -, or group -, oriented. The theoretical framework was based on A.A. Liveright in Strategies of Leadership in Conducting Adult Education Programs. Data for this study were obtained from a three part questionnaire designed to measure leadership style. 225 4-H club leaders in four Maryland counties participated. There were no significant differences in any of the variables tested in any of the three parts of the questionnaire. In this population of selected Maryland 4-H volunteer local lay leaders neither leadership style predominated. Some leaders were content-oriented and some were group-oriented. However, in the self evaluation of general items the 4-H leaders described themselves as group-oriented. This seemed a contradiction to the more specific statements in the questionnaire. A leader may feel that he is flexible and informal when asked in general terms, but specific examples and statements may prove otherwise. The investigator could only conclude from the analysis of the data that the population of 4-H leaders studied seemed to have both content and group leadership orientations.

Effectiveness of a Self-Instructional Sewing Program When Used With Disadvantaged Adults. Sally Wright White. Master's. University of North Carolina at Greensboro, 1967. Interlibrary Loan.

The purposes of this study were (1) to examine the problems and successes experienced by five disadvantaged adult women as they used a self-instructional program, Sewing Step-by-Step to construct a blouse and (2) to study the problems a non-home economics person would encounter in administering the program. Requirements for participants in this study were that each subject be (1) disadvantaged, (2) willing to attend classes, (3) a beginner in sewing, having done no independent sewing, and (4) able to read aloud specified frames of the program. The participants were contacted through local service agencies. Information obtained by two tape recorded interviews with each participant was reported in case studies. At the completion of the program each participant had constructed a blouse. The blouse was scored using a rating scale which had previously been developed for use with Sewing Step-by-Step. The scores of the blouses constructed by the participants compared favorably with scores of blouses constructed by high school students in a previous field study. All participants as well as the administrator had positive attitudes toward this method of learning. The participants believed they had learned to successfully construct a blouse and would now be able to use the knowledge acquired to construct other garments. The results of this study indicate that this program can be used successfully by disadvantaged adults.

METHODS AND MATERIALS

Development of Resource Material for Teaching Four Basic Concepts of Home Economics Education in Pakistan. Najma Afridi. Master's. Oklahoma State University, 1967. Interlibrary loan.

Purpose was to use a conceptual approach in structuring certain phases of a home economics teacher education program at the undergraduate level in Pakistan, and to develop resource material for teaching four concepts. The concepts were selected from those identified by leading teacher educators in the United States, and considered to be essential in a home economics teacher education program at the undergraduate level. Resource material was developed for four concepts: (1) Behavioral Objectives, (2) Content, (3) Learning Experiences and (4) Evaluation. All these concepts were in terms of the teaching-learning process, believed to be necessary in developing the competence of effective teaching. The writer established a procedure for developing the resource material, based on five steps, which were: (1) Selecting a significant concept, (2) Identification of generalizations about the concepts, (3)Establishing possible behavioral objectives for attaining the concept, (4)Planning learning experiences for achieving behavioral objectives, and (5)Suggesting some methods of evaluation to obtain evidence of student growth in developing each concept. The suggested learning experiences were planned after consideration of the processes involved in concept formation. It was concluded that the framework developed for the resource material may be used for developing teaching material for other significant concepts in home economics education as well as other subject-matter areas in home economics.

A Comparative Study of the Effectiveness of Television Teaching With Conventional Classroom Method in Teaching the Contribution of Housing to Adjustments Among Family Members. Nell LeCroy Beasley. Master's. University of Southern Mississippi, 1967. Interlibrary loan.

Purpose was to compare the effectiveness of television teaching to conventional teaching methods in the area of housing. Specifically, the study dealt with the effects of housing on the individual development of values. The first three lessons in a unit in housing were used. Students were tested prior to the instruction to determine the initial knowledge of how housing affects the individual. Results of the pretest were used in the grouping of the experimental and control groups. The pretesting instrument was used as a post-testing instrument to determine the effectiveness of the teaching method. An achievement test was designed and validated by (1) an analysis of the lessons to be used, (2) judgment of specialists in testing, (3) using it in a pilot study, and (4) item analysis. Seventy-five girls in the ninth grade home economics classes took part in the study. The experimental group was selected on the basis of the time the television program could be shown. An equivalent group design based on matched pairs was used. Individuals within the experimental group were paired with members of the control group by using the pretest scores. The null hypothesis as stated for testing was that there would be no significant differences in the growth made by the experimental classes and the control classes on the basis of the pretesting and post-testing instrument. The null hypothesis was accepted.

An Exploration of the Effect of Two Instructional Approaches on the Application of Geometric Principles Related to Clothing Construction, Sister Jane Elizabeth Hoffman, Master's. University of Minnesota, 1967.

The author sought to determine whether achievement of pupils taught to relate geometric principles to the concepts developed in a unit of clothing construction would differ from achievement of students who were not asked to find the relationship of geometric principles to their learning. Sixty girls enrolled in 4 sections of an elective class in home economics in a private school comprised the sample. Two sections served as a control, two as an experimental group. (Herman) - Nelson Tests of Mental Ability; the math scores of Iowa Tests of Educational Development and the Preliminary Scholastic Aptitude Test; and the masculinity-femininity score from the Strong Interest Inventory were used to equate groups on variables. Criterion instruments were a pre and post test. Analysis of data from these scores utilized the t-test. The experimental procedure was the more efficient method of instruction. When classified by mental ability, those in the high average group performed at a higher level than all others; the low average experimental group performed at a higher level than those of similar ability from the control group. There was no difference between the high ability experimental and control groups.

An Exploratory Study of Grouping a Beginning Clothing Construction Class by Results of a Clothing Construction Ability Pre-Test and Finger Dexterity Questionnaire. Geneva B. Jackson. Master's. Oklahoma State University,1967. Interlibrary loan.

A study to explore the effectiveness of a method of grouping a beginning clothing construction class according to scores made on a clothing construction pre-test and finger dexterity test. The subjects for the study were 23 ninth grade students enrolled in homemaking at Drumright High School during the spring semester of 1966. " Estimating the Clothing Construction Ability of Ninth Grade Pupils' prepared by Chadderdon, Croft and Hatch, Home Economics Research, Iowa State University, was the instrument used. The class was divided into three groups, upper, medium, and lower. Construction projects were selected in graduated difficulty of procedures for the three groups. The students were observed for ability in constructing garments, maintaining interest, contributing to class activities, and working at approximate speed for her group. This method of grouping was effective in the following ways: (1) The students seemed to learn more when attacking problems suited to their ability and when grouped with those of similar abilities, (2) Students competing only with those of similar abilities seemed to retain a higher degree of interest. (3) This method of grouping provided opportunities for better class management, (4) This method of grouping provided opportunities for more students to accept class responsibility.

A Comparative Study of Two Instructional Methods Employed in Teaching Nutrition: Lecture-Discussion and Self-Directed Study, Sister Catherine MacNeil, CND, Doctor's. University of Minnesota, 1967.

Two methods of instruction were evaluated for (1) effectiveness in attaining course objectives; (2) relationships between student characteristics and learning by either method; and (3) attitudes toward the course and instruction. Class sessions were reduced to one-fifth of usual class time on the self-directed study experiment. Discussion was directed toward difficulties encountered and scheduled to coincide with units of study developed for a syllabus. Traditional lecture-discussion was used with the control group. Both groups were taught by the same instructor. Criterion instruments were objective examinations and a questionnaire to elicit reaction to course and to method. Characteristics were measured by standardized devices. Population consisted of students registered in a beginning nutrition course, spring 1967. Both procedures resulted in substantial achievement of course objectives. Students in lecture-discussion attained significantly higher levels. Those with high or low ratings on the autonomy scale showed significantly higher levels of achievement when taught by lecture-discussion. The experimental group revealed significantly different and more positive attitudes than did the controls.

A Comparison of Two Readability Tests on Selected Bulletins for Low-Literate Homemakers and Indigenous Aides. Sara Sue Naragon. Master's. University of Maryland, 1967. Interlibrary loan.

Readability estimation of selected bulletins for audiences of low-literate homemakers and indigenous aides was the problem of this study. The homemaker, as defined by the researcher, was a woman who has a low-literacy level and comes from a poverty culture. The indigenous aides were people from the same culture but having ability to interpret teaching materials to low-literate homemakers. Twenty-one randomly selected 100-word samples for low-literate homemakers and eleven samples for indigenous aides were taken from bulletins written by the Federal Extension Service in areas of child and youth development, clothing, foods and home management. They were tested objectively by instruments applicable to low-literate adult audiences dealing with the variables of reading ease and human interest in Flesch's Readability Formula Number Two and word load of Mitzel's Functional Reading Word List for Adults. It was found that reading ease and word load in this study seem to be more important than human interest for low-literate homemakers' materials. The second conclusion was that human interest words and sentences in this study seem to have a higher degree of importance for indigenous aides' materials than reading ease and word load.

An Investigation of Small Electric Appliances Used for Food Preparation in Wisconsin Home Economics Classrooms. Judith Richards Oppert, University of Wisconsin, 1967. Unavailable.

Purpose was to discover how small electric appliances used for food preparation were being utilized and cared for in high school classrooms in Wisconsin as a basis for recommendations for exploiting appliances as vehicles for maximum student learning. Questionnaire replies were gathered from a random sample of experienced teachers in reimbursed programs. Schools reported ownership of between four to twenty-four small appliances, with mixers and frypans most common. In general appliances were reported as representative of homes in the school communities and in good working order. Appliances were most often used by students and teachers for group and individual learning experiences, demonstrations, and preparation of refreshments. Sixty-seven per cent of the teachers wished for more background in understanding electrical appliances, their use and care. Most learning experiences for students were offered at the eleventh grade and usually in units other than those focused specifically on equipment. Teachers controlled the use, care, and storage of appliances. Recommendations included more student responsibility for decision-making in use and care of appliances earlier than the eleventh grade and exploration of ways to help teachers become able to use appliances as resources for problem-solving learning experiences for students.

An Experimental Study of the Effectiveness of the Use of a Teacher Aide in a College Home Economics Class. Louise White Postle. Master's. Northwestern State College, 1967. Interlibrary loan.

Purpose was to study effectiveness of teaching a Home Economics laboratory class when a teacher aide performed non-professional duties for the teacher. Data compiled from 19 clothing teachers in State Colleges in Louisiana supported interest in and approval of teacher aides, if the aides had the ability, dependability, and credit for the course in which she would assist. Achievement of 24 students in clothing construction class taught with the assistance of an aide was compared with that of 14 students in a class without an aide. Classes, matched for age and pretest scores, were taught as nearly alike as possible. No statistically significant differences were found when classes were compared by calculating chi-square values using the mean of scores. Questionnaires completed by girls in the classes and evaluations made by both the teacher and the aide revealed favorable attitudes toward the use of an aide. Cost of teaching the larger class was considerably less per student than cost of teaching the smaller class. When other classes are comparable to those used in this research, it may be concluded that, with the assistance of an aide, the number of students in a class may be increased without affecting the quality of instruction.

The Development of Resource Materials For Teaching Credit to Teen-Agers. Alice J. Reed. Master's. Oklahoma State University, 1967. Interlibrary loan.

Purpose of this study was to develop resource materials for teaching credit to teen-agers. The conceptual approach was used in developing the resource materials. The concepts chosen were: (1) The place of credit in the economy, (2) Use of credit, (3) Kinds or types of credit, (4) Sources of credit and (5) Cost of credit. These concepts were selected because of their importance in the field of credit. The procedure used for developing the resource materials were: (1) Selecting a significant concept, (2) Identifying generalizations about the concept, (3) Establishing possible behavioral objectives for attaining the concept, (4) Planning learning experiences for achieving behavioral objectives, (5) Suggesting forms of evaluation and (6) Adapting possible useful teaching aids. It was found that there is a wealth of material on the teen-ager and credit. This material could be used to educate teen-agers about credit as the fact that they use credit is an indication they need to know its many aspects. It was concluded that the usefulness of the resource material could not be judged until it was actually used. It was also concluded that with gainful employment becoming a part of the home economics program, the teen-ager will be earning money and perhaps seeking credit, and therefore needs information on the subject. The resource materials devised in this study will have to be adapted to the local teaching situation.

Determining How Effectively Bulletin Boards Accomplish Their Purposes. Barbara Marie Rich. Master's. Southern Illinois University, 1967. Interlibrary loan.

This experimental research study was designed to determine ways of testing the learnings assumed to be inherent in bulletin boards. The hypothesis directing this study was that evaluative devices could be developed to determine to a measurable degree how effectively bulletin boards accomplish their purposes. The students participating in the study were girls enrolled in Junior High Homemaking during the 1966-67 school year. These girls were "tracked" as either A, B, or C with A being the highest. Fourteen bulletin boards, prepared by the writer, were used in the study. The evaluative devices developed for the study included student questionnaires, students' written reactions, a parent questionnaire, anecdotal records, and other observational summaries. The writer believed that one of these instruments alone would not gather sufficient data to validate the assumptions or the hypothesis since the purposes of the bulletin board determined which instrument was used. Findings and conclusions: (1) how effectively a bulletin board accomplishes it purposes is measurable; (2) the purposes of the bulletin board determine the evaluative devices used; (3) students are aware of the bulletin board; (4) a bulletin board can be a teaching device depending upon how the teacher uses it.

Cultivating Creativity in High School Home Economics Students. Melva Jean Hand Stech. Master's. Louisiana State University, 1967. Interlibrary loan.

The purpose of this study was to cultivate creative performance in home economics students. Assumptions were: adolescents possess creative thinking ability; this ability could be measured by the Torrance Tests of Creative Thinking. Hypotheses were, that: (1) if teaching is designed to cultivate creative performance, then there will be evidences of creative performance by students; (2) in instructional situations, if students are aware of creativity as a goal, then they will appraise creative performance as an enhancement of self; and (3) teaching designed to cultivate creative performance will result in student gain in creative thinking ability. The sample consisted of fifteen Home Economics IV students at a high school in Baton Rouge. Torrance Tests, Verbal and Figural Forms A, measured student creative thinking ability prior to instruction. The rationale underlying the Torrance Tests, and guidelines constructed by the investigator served as criteria for designing learning activities to cultivate creativity within the unit taught. An analysis of the investigator's log and of student entries in notebooks, provided evidences that students did perform creatively. Student awareness of creativity as a goal and additional data from the log and notebooks indicated that students experienced self-enhancement when rated on factors of individual development. Torrance Tests, Verbal and Figural Forms B, were administered after instruction to determine change in student creative thinking ability. Highly significant gains were found on factors of Verbal Fluency and Verbal Flexibility and significant gains in Verbal Originality, Figural Fluency, and Figural Flexibility. There was no significant change in factors of Figural Originality or Figural Elaboration.

TEACHER EDUCATION

Physical Contact in Classroom Interaction: A Study of Preferences and Estimated Practices of Selected Teachers. Jacqueline D. Duval. Master's. The Pennsylvania State University, 1967. Interlibrary loan.

Purpose was to: (1) substantiate the premise that physical contact is an integral part of classroom interaction; (2) define teachers' physical contact with students as being positively or negatively oriented; and (3) investigate teachers' preferences and practices regarding the use of physical contact in the classroom. An instrument was developed to indicate teacher preference and use of positively and negatively orientated physical contact with students. Subjects were male and female teachers of academic and non-academic subject matter areas representing three grade levels. Teachers do acknowledge and use physical contact in classroom interaction. If they use one type, they use the other. Whereas elementary teachers are satisfied with the amount they are able to use, teachers of more mature students use less than they would prefer. Generally a preference for positively or negatively orientated physical contact did not exist, rather it was use or avoidance of physical contact that was an issue. Positive and negative contact were usually balanced in preferences and practices.

Evaluation of Student Teaching in Home Economics. Joan E. Gritzmacher. PhD. Cornell University, 1967. Microfilm and interlibrary loan.

Construction of a rating scale for evaluating home economics student teachers utilized critical incident technique. Useable reports (550) of outstandingly effective or ineffective student teacher behaviors (958) were received from college supervisors, cooperating teachers and student teachers and categorized according to specific behaviors described. The critical behaviors, providing a valid base, were used to describe 112 unidimensional items on a 5-point continuum. Used by a self-selected sample, 399 scales were returned. Analysis by the Darlington program (involving partial correlations and validity coefficients) with student teaching grade as criterion measure generated 35 items important for assessing student teaching. Additional analysis by stepwise multiple regression yielded 14 items, including 4 not found in the 35. These items constituted a second stage rating scale administered to a self-selected and independent sample along with opinionnaires. Analysis of 276 instruments returned yielded inter-rater reliability of .65 (N=65 matching pairs), split-half reliability of .96 (N=122 graders), and item discrimination indices in the .20 to .29 range. The Darlington program with adjusted grades yielded an R of .78. Correlations of summed scale scores with adjusted and unadjusted grades (indicating validity of the 35 item scale) were .84 and .79 respectively. Teacher educators and student teachers reacted favorably in general; most would use the scale if it were available.

A Beginning Home Economics Teacher's Problem of Setting Up a Curriculum with Emphasis on Pupil-Parent-Teacher Cooperation. Deborah C. Rowden Hoppenstedt. Master's. Southern Illinois University, 1967. Interlibrary loan.

The study had two parts. First, cooperative procedures were used in revising and evaluating a tentative curriculum for homemaking classes. Cooperative evaluation showed the revised program to be suited to the particular students and community. Secondly, a questionnaire was sent to sixty beginning vocational homemaking teachers in Illinois. A usable return of seventy per cent was obtained. It was discovered that curriculum planning was a major problem listed by these beginning homemaking teachers. A majority of the teachers planned a tentative program in the fall, and ninety per cent made some changes in their program. Twenty per cent of the teachers suggested that in planning a program of home economics one should allow for adjustment after meeting with students and knowing their needs. Many of the teachers suggested ways of planning the curriculum cooperatively with the students and parents. Twenty-three per cent recommended letting the students help in the planning of the program.

Analysis of Home Economics Classroom Verbal Behavior. Judy Kay Kalbfleisch. Master's. Iowa State University, 1967. Interlibrary loan.

The purposes of the study were to investigate the appropriateness of the Verbal Interaction Category System (VICS) developed by Amidon and Flanders for analyzing home economics classroom verbal behavior and to suggest ways of using the VICS in home economics teacher education. The study was based upon the assumption that understanding of the verbal interaction in the home economics classroom could contribute to more effective home economics teacher education; and that if teachers learn to analyze their teaching by objective means they would be better able to control their teaching for achieving particular objectives. Tape recordings of secondary school home economics classes were made and verbal behavior analyzed by the VICS. Behavior was recorded at two levels of experience, student teaching and experienced teaching; in two types of situations, discussion and laboratory classes. The data concerning home economics classroom verbal behavior revealed that there were a variety of verbal behaviors which could be analyzed by the VICS. Statistical treatment of the data collected from the non-random sample was found to discriminate between laboratory and discussion classes but not among teachers, regardless of their experience level. Certain categories of verbal behaviors seem to be related. Teachers talked twice as much as students, were usually accepting of pupil statements, and encouraged students to give broad, unpredictable responses.

A Comparative Study of the Perceived Roles of Supervision By Student Teachers and Resident Teachers of Home Economics and Non-Home Economics Student Teachers and Resident Teachers in Selected Schools in East Tennessee. Brenda Jane Layman. Master's. The University of Tennessee, 1967. Interlibrary loan.

Purpose was to compare the perceived roles of supervision as expressed by student teachers and resident teachers. It was hypothesized that: 1) There will be no significant difference in the perception of the role of supervision of the home economics student teachers and resident teachers and the non-home economics student teachers and resident teachers. 2) There will be no significant difference in the perception of the role of supervision by the resident teachers, depending upon the number of years of teaching experience. This study was limited to 110 student teachers enrolled in the College of Education and College of Home Economics at The University of Tennessee, and 74 supervising teachers in selected secondary schools in East Tennessee. The instrument used was an opinionnaire, consisting of thirty-three statements regarding the supervisory role. An extension of the median test, using chi square distribution, was employed to determine significant differences. The importance of the findings of this study as perceived by the two major groups, home economics and non-home economics, denoted differences in the total responses in areas of agreement and disagreement regarding the supervisory role. These differences were statistically significant at the .01 level of confidence.

System for Classifying Learning Experiences. Madelon Elizabeth Lyons. Master's. Iowa State University, 1967. Interlibrary loan.

Purpose was to develop and try out a system of classifying learning experiences. Major steps included determining categories under which learning experiences could be classified and developing an instrument which could be used by homemaking teachers to record and classify learning experiences. A random sample of 20 Iowa homemaking teachers responded to a preliminary instrument aimed at discovering how teachers would describe experiences. Nine teachers in the Future Homemakers of America District of the researcher responded to the second and more highly structured instrument. Follow-up interviews of teachers provided additional data. The final instrument was structured so that teachers could describe learning experiences in a common form according to activity of pupils, and experiences could be classified according to five categories: participation, observation, interpretation of visual symbols, interpretation of verbal symbols, and discussion or clarification. Recommendations for improvement of the structure of the instrument, instructions, and definitions of categories were made.

Teachers' Attitudes Toward People of Diverse Backgrounds, Knowledge of Disadvantaged, and Professional Commitment. Ruby L. Meis. Doctor's. The Pennsylvania State University, 1967. Microfilm.

The purpose was to explore attitudes of home economics teachers toward people of diverse backgrounds and relate these attitudes to experimental variables. Three measures and a questionnaire were used. The Teacher and the Community, by Lehman estimates the degree of teachers' acceptance of students of diverse backgrounds; Measure of Professional Commitment, by Loftis arrives at the general degree of commitment to the teaching profession. Knowledge of the Disadvantaged, by Ray and Phillips, measures teacher understanding of concepts pertaining to the disadvantaged. A questionnaire was used to collect other data pertinent to the study. The sample consisted of teachers enrolled for graduate study in home economics education and home economics teachers in workshops concerned with working with the disadvantaged. Teachers identified as more accepting of people with diverse backgrounds can be distinguished from those who are less accepting by the degree of commitment to the teaching profession. The other variables investigated produced no significant differences. It was felt the more accepting teachers would be more likely to exhibit desirable teaching behaviors in working with the disadvantaged student.

Simplicity-Complexity in Thinking as Related to Preference for Dependence-Independence in Students. Patricia Durey Murphy. Master's. University of Minnesota, 1967. Interlibrary loan.

Hypothesis experimentally tested was: when teachers are complex in their thinking, they prefer independence in students, and when teachers are simplistic in their thinking they prefer dependence in students. The sample consisted of 254 home economics education faculty, supervising teachers, and undergraduate college students preparing to be home economics teachers. The Thinking Introversion Scale, Theoretical Orientation Scale and Complexity Scale of the Omnibus Personality Inventory were used to measure simplicity-complexity in thinking, and an adaptation of the Flanders' Scale of Dependence Proneness was used to measure the preference for dependence-independence in students. A one-way analysis of variance test was used to determine if a relationship existed between simplicity-complexity in thinking and preference for dependence-independence in students. Statistically significant results were obtained, showing that those persons characterized by complexity in thinking preferred independence in students, while those characterized by simplicity in thinking preferred dependence in students. Implications include (1) complexity in thinking as a criterion for selecting those admitted to teaching, (2) potential value of encouraging complex thinking in preparation of teachers, and (3) training of teachers in methods that induce progression toward independence and complex thinking in students.

A Survey of Beliefs and Practices Relative to Teaching Home Economics in New York State. Ruth-Ellen Ostler. Doctor's. Syracuse University, 1967.

It was the major purpose of this study to examine the extent of relationship between, and the nature of influence upon beliefs and practices in the teaching of Home Economics in the secondary schools of New York State. More specifically, the study sought to determine: 1) the extent to which teacher competences perceived as desirable by secondary school Home **Economics Teachers** differ from those perceived as desirable by Home Economics Teacher Educators and College Teachers of Home Economics content phases; 2) the extent to which teaching methods perceived as used by Home Economics Teachers differ from those they perceive as appropriate, and from those perceived as appropriate by Home Economics Teacher Educators and College Teachers of Home Economics content phases; and 3) the primary sources of influence upon the selection of methods and beliefs about teacher competency and methodology as perceived by Home Economics Teachers in the field.

A Study of the Problems and Responsibilities of Beginning Homemaking Teachers in Missouri with Implications for Improving the Pre-Service Training of Prospective Teachers. Shirley Penrod. Master's. Southern Illinois University, 1967. Interlibrary loan.

The major hypothesis of this study is that an examination of the problems and responsibilities of beginning homemaking teachers will reveal data that will be useful in improving certain areas of the pre-service training of prospective homemaking teachers. Twenty-four homemaking teachers beginning the second semester of their first year of teaching participated in Study I. Ten homemaking teachers beginning the second year of teaching participated in Study II. Each participant filled out a questionnaire designed to seek data as to feelings of satisfaction or dissatisfaction with pre-service training in twelve selected areas of homemaking. Also, the questionnaire was formulated to identify what beginning homemaking teachers felt were major problems and responsibilities. The findings from both groups indicate that 29 percent or more of the respondents expressed unsatisfactory feelings about pre-service in seven of twelve subject matter units. All teachers indicated responsibility for 48 of the 81 selected aspects. Aspects causing most difficulty were: Extra-curricular activities; FHA work; discipline; and planning daily and unit lessons. Over one-half of the respondents listed administrators as the person most helpful during their first year of teaching. Recommendations for improving the pre-service education were made.

Student Teachers' Attitudes Toward Selected Social Settings and Concern for Students. Suzanne Perry. Master's. The Pennsylvania State University, 1967. Interlibrary loan.

The purpose was to study the relationship between teacher's acceptance of families and pupils who are different from her own and concern she has for her pupils. Lehman's The Teacher and the Community and Ray's Student Estimate of Teacher Concern were the instruments used. Subjects were 18 student teachers in home economics education at The Pennsylvania State University and fifteen pupils of each student teacher. The group had a mean score on the Lehman instrument that was higher than other groups studied by Lehman indicating a higher level of acceptance. Within this group there was no relationship, positive or negative, between their acceptance score and the way they were perceived by students in the classroom. This finding might be interpreted as evidence that these student teachers do accept different kinds of children and also have learned the role of concerned and effective teachers.

A Study of the Conceptual Structures of Student Teachers and their Direction of Discovery Learning in Pupils. Lou Ann Pauline Restad. Master's. University of Minnesota, 1967. Interlibrary loan.

Purpose was to determine whether authoritarians or nonauthoritarians (1) used the discovery approach in teaching so that the end result would provide for the student's arrival at generalization and (2) progressed in the use of the various dimensions in the process to completion of discovery learning. Data were gathered from twenty-one student teachers in home economics. Prior to student teaching all subjects were given six personality measures to determine qualities of conceptual structure. During student teaching subjects tape recorded two class sessions in which they intended to teach for discovery learning. Content analysis was made of the tapes. There was limited evidence that the nonauthoritarian teacher executes his role in the discovery approach so that the end result will provide for the students' arrival at generalization whereas the authoritarian teacher exhibited little use of the discovery approach. Further, nonauthoritarian teachers begin the process of teaching for discovery at the initiation dimension and progress beyond that dimension to subsequent events in the process to completion while the authoritarian teachers arrest the process short of completion. While conclusive statistical evidence was not provided, the findings were consistent with the authoritarian personality system theory.

Effectiveness of a Self-Instructional Program to Prepare Home Economics Teachers to Teach Pupils to Apply Generalizations. Rebecca McCulloch Smith. Doctor's. University of North Carolina at Greensboro, 1967. Microfilm.

The purpose of this experiment was to determine the effectiveness of a self-instructional program to prepare home economics teachers to teach pupils to apply given generalizations. The criterion of effectiveness was a paper and pencil test. The field experiment was a two-factor design. The first factor, teacher preparation, had three treatment groups: I, six teachers given the self-instructional program and a list of generalizations; II, six teachers given a list of generalizations; and III, six teachers given neither. The second factor, teaching experience, involved three levels: one to four years, five to nine years, and ten or more years. The eighteen randomly selected teachers taught a three-week foods unit on the ninth grade level. A total of 242 pupils were in the eighteen classes. Analysis of the data, using **orthogonal** comparisons, showed that the scores of the pupils whose teachers had the generalizations were significantly higher. No significant difference was found in the scores of pupils whose teachers did or did not have the program. The direction of the scores favored the teachers who had the program. No significant differences were found among levels of teaching experience, although the scores of pupils whose teachers had from one to four years of experience were higher. There were no significant interactions. The conclusion was that this self-instructional program did not prepare the teachers to teach their pupils to score higher on a written test of application of generalizations.

Professional Commitment of Home Economics Education Majors at the University of Nebraska in Phase I of the Professional Semester Program. Marlene Stagemeyer. Master's. University of Nebraska, 1967. Interlibrary loan.

This investigation attempted to determine if professional commitment could be developed during the first phase of a professional program for undergraduates in Home Economics Education at the University of Nebraska. Phase I of the program was devoted to the study of methods and content appropriate for teaching homemaking and covered responsibilities and obligations inherent in the teacher role. Helen E. Loftis' Measure of Professional Commitment-Form E (MOPC) was used. This measurement was administered as a pretest and a post-test to the Professional Class (Group I) and to a second group who had not completed any formal training for the teaching of home economics (Group II). Grade point average, semesters of junior and senior high school homemaking, and age were background factors examined to determine if a relationship existed between each of these factors and the student's MOPC. The study indicated that specialized training did not affect the MOPC of home economics education majors. No relatinnship was found between the MOPC and the semesters of homemaking, overall grade point average, or age. However, the analysis did reveal that the mean scores of the pretest were misleading on the amount of change that resulted within individuals. The fact there were no significant differences may be a result of the relatively short period of time (six weeks) which had elapsed between the pretest and post-test. A post-test administered in Phase II or III of the Professional Program might reveal different results.

The Interpersonal Relationships of Home Economics Student Teachers with Their College Supervisors and Cooperating Teachers. Mary Lou Thomas. Master's. The Ohio State University, 1967. Interlibrary loan.

The purpose of this study was to examine the inter-personal relationships of the student teaching triad in an attempt to discover factors which do or do not contribute to a positive student teaching experience. It was hypothesized: 1. There would be no difference in the nature of the relationship between the student teachers and their cooperating teachers, and between the student teachers and their college supervisors. 2. The relationships would not show differences based on the experience of the supervisors and the amount of previous contact that the supervisors had had with the student teachers. 3. There would be no difference in the relationship of the S-T and C-T if cognitive rather than affective help was given during student teaching. The data were obtained through the use of the Barrett-Lennard Relationship Inventory, a brief questionnaire and check list by student teachers (69) in home economics at Ohio State, their cooperating teachers (51), and their college supervisors (7). No significant differences were found in the scores of the student teachers and their cooperating teachers. Differences were significant at the .05 level in the scores of the student teachers and their college supervisors. There was little difference in the relationship of the student teachers and their supervisors if the supervisors had worked with many student teachers as opposed to a few, or if they had a previously shared experience in methods class.

MISCELLANEOUS

Educational and Occupational Aspirations and Expectations of Adolescent Girls in Florida. Clara Virginia Bert. Doctor's. Florida State University, 1967. Microfilm.

Objectives were to ascertain educational and occupational aspirations and expectations of adolescent girls and to examine relationships to race, age, grade level, grade point average, socio-economic status, school activity participation, family relationships, self-concept, and attitude toward combining homemaking and an occupation. A questionnaire was administered to a random, stratified sample of 1444 subjects. Almost all subjects aspired to graduate from high school while many anticipated further education. The largest percentage desired clerical type jobs or wanted to become a teacher or a nurse. Many had made no occupational decision. Aspirations were higher than expectations. Chi-square analyses revealed a significant relationship existed between educational and occupational aspirations and expectations. Educational aspirations and expectations were significantly related to race, age, grade level, grade point average, socio-economic status, school activity participation. Aspirations were related to indices of self-concept and attitude toward combining homemaking and an occupation. Expectations were related to family relationship and self-concept indices. A significant relationship existed between occupational aspirations and expectations and grade point average, socio-economic status, school activity participation, the family relationship index. Aspirations were related to age.

A Survey of Nutrition and Diet Therapy Course Content and Teaching Methods in Selected Hospital Diploma Schools of Nursing. Charlene Hamilton, Master's. Wayne State University, Detroit, 1967. Interlibrary loan.

A questionnaire survey to determine nutrition and diet therapy course content, course objectives, and teaching methods was sent to all hospital diploma schools of nursing in Illinois, Indiana, Michigan, Ohio, and Wisconsin. Out of a total of 164 schools contacted, 141 questionnaires, or 86% of the total, were returned. The length of the educational program in 57% of the responding schools was the traditional three years. Forty-nine percent of the schools employed either a full-time or a part-time nutritionist on their faculty. Ninety-two percent of the schools offered a separate nutrition course. In most cases diet therapy was correlated with the nursing courses. Only 9% of the schools offered a food preparation course. Seventy-four percent offered some type of clinical diet therapy experience. The objectives for this experience were widely varied. Forty-three percent of the schools offering a clinical diet therapy experience relied upon hospital dietitians to supervise this work. This was particularly true in small schools who employed a part-time nutritionist on their faculty. This study would seem to indicate that hospital dietitians still have an important function in nursing education, particularly in the clinical diet therapy experience.

A Study of Children's Monetary Characteristics, Interests, and Discretionary Choices with Implications for Developing Approaches to Money Management Teaching in Grade Six. Helen Hedrick. Master's. University of Maryland, 1967. Interlibrary loan.

The three-fold purpose of this study were: To explore certain characteristics, interests, and discretionary choices which sixth grade children have in handling money; to ascertain and analyze the viewpoints of teachers concerning the integration of money management concepts into the school curriculum; and to develop some guidelines and ideas for teaching money management. One hundred sixth grade children and twelve teachers of the Washington, D.C. area participated. Instruments for both groups were developed. The pupil questionnaire included seven sections concerning children's use and understanding of money. The teacher questionnaire asked about the extent of teaching money management presently, the need for this type instruction, possibilities for integration of this subject into the curriculum, and suggestions for teaching money management. It was found that 99% of the children do have and are handling some money, that they participate in family shopping and have some concepts of credit. The findings of the teacher data substantiated the need for money management. Arithmetic and social studies were the appropriate areas for integrating money management into the curriculum. Demonstrations, actual planned experiences in the classroom, unit guides, bulletins, graphs, work sheets and discussions might be suitable methods for teaching money management.

Selected Eating Habits, Attitudes and Nutrition Knowledge of Sixth Grade Pupils in Union County, Ohio. Gretchen E. Robinson. Master's. Indiana University, 1967. Interlibrary loan.

All sixth grade pupils in Union County, Ohio were surveyed during the spring of 1967 to gain an understanding of their food habits, attitudes and nutrition knowledge. The major findings of the survey are to serve as one basis for planning a program in nutrition education for the elementary school systems in Union County. Information was obtained by the administration of a questionnaire. The descriptive data were classified into four areas: morning eating habits, snack habits, knowledge about nutrition and food preferences. Approximately 90 percent of the pupils indicated they had eaten prior to going to school with food choices being high in bread and cereals, relatively low in milk and milk products and lacking citrus fruits and protein foods. Regarding snack habits, over 45 percent of the pupils reported between meal eating everyday with the foods eaten being predominantly high in carbohydrates. The sixth graders had a basic understanding of the specific foods they need to eat everyday and why they need these foods, but other evidence indicated that the children fail to apply this knowledge to everyday living. Pupils identified food which they are willing to eat often and food they have tasted, but refuse to eat regularly.

Identification of Cluster of Items Relating to Personal and Home Life Values of Men. Sue Katherine Sloan. Master's. Iowa State Univeristy, 1967. Interlibrary loan.

Purpose was to initiate development of an inventory to identify personal and home life values of men. Behavior items were written to reflect eight personal and home life values: concern for others, economy, education, family life, friendship, health, status, and work efficiency. The 366 items were administered to 30 fathers. Data were used to compute social desirability indexes anticipating that these would be used later in pairing items in a forced-choice format. Also obtained were ambiguity indexes to be used as bases for eliminating items. Eighty items, ten representing each of the values, were administered to 225 men representing different income, educational and occupational levels. Responses to each of the 80 items were intercorrelated with every other item and characteristic roots calculated to identify clusters. Most of the items received high social desirability indexes and low standard deviations. An examination of the intercorrelations revealed only one cluster instead of the anticipated eight. Reliability of 16 selected items identified in the cluster, .90, was calculated by the Spearman-Brown prophecy formula. The content of the 16 items was varied, with a representation of seven of the eight values originally believed to be incorporated in the study.

An Evaluation of the Nebraska Future Homemakers of America State Homemaker Degree by Advisers and Selected Recipients. Sharon Ramge Smith. Master's. University of Nebraska, 1967. Interlibrary Loan.

The major purpose of this study was to determine the value of the Nebraska State Homemaker Degree to girls who worked for the degree. Questionnaires based on the degree standards required in 1966-67 were submitted to Nebraska FHA advisers and selected degree recipients. Findings supported the following hypothesis: 1) Standards of the Nebraska State Homemaker Degree are not compatible with the present needs and interests of high school girls. 2) The number of girls who earn State Homemaker Degrees is directly related to the attitude of the chapter adviser. 3) Chapters in which girls have earned State Homemaker Degrees tend to continue to have girls who earn State Degrees more than do chapters that have not had a record of degree recipients. 4) Chapters in which girls have earned State Degrees tend to fulfill the goals of the FHA State and National program of work as evidenced by the awards received. 5) Girls who complete the State Homemaker Degree and who attend college, tend to major in Home Economics. The conclusions were that the Nebraska FHA Association should continue to award this degree but there should be several revisions, such as: requiring fewer, more specialized goals; simplifying degree forms; improving means of evaluation; and providing for more recognition for degree recipients.

Educational Programs in Latin American Countries which have contributed to Improvement in Family Living. Lois E. Winegarner. Master's. Iowa State University, 1967. Interlibrary loan.

Purposes were to make a summary of programs in Latin American countries which were designed to improve health, nutrition, housing, sanitation, child care, and other aspects of education for family living; to identify the number and kind of responsibilities assumed by home economists in Latin America; and to compile a background of information useful to home economists who may be working with Latin American countries. Data were secured by a survey made by sending questionnaires to organizations participating in Latin American programs, from reports of organizations and from documents of Technical Assistance Information Clearing House. Included in the study were 3,075 programs, of which 1,069 were home economics type programs with 130 participating home economists. Auxiliary agencies of the United States of America, United Nations, and Organization of American States appeared to be most active in programs for improving family living. Various combinations of agencies and organizations worked cooperatively in all countries included in the study. The study indicated programs need to be provided which will enlarge the concept of home economics in Latin America. There is a need to increase the scope of home economics training for Latin American women at all levels of education and for all social and economic levels. Educational and governmental leaders need to be made aware of the potential contribution of education for improved family living in developing countries.

INDEX OF AUTHORS

Author	Title	Page
Afridi, Najma	Development of Resource Material for Teaching Four Basic Concepts of Home Economics Education In Pakistan	42
Anderson, Katherine Krista	Experiences of Iowa Senior High School Girls in Housing	22
Basnyat, Prabha	Suggestions for Improving Home and Family Life in Nepal Villages Through Home Science Education	19
Beasley, Nell LeCroy	A Comparative Study of the Effectiveness of Television Teaching With Conventional Classroom Method in Teaching the Contribution of Housing to Adjustments Among Family Members	42

Author	Title	Page
Beaver, Sylvia Wade	Home Economics Related Occupations Grouped by the Clustering Technique	6
Becnel, Mary Catherine	Guidance Counselors' Perceptions of Home Economics as a Field of Study in the High School	23
Belzile, Sister St. Anne-du-Seuveur	A Conceptual Approach to Teaching for Generalization in Human Development	15
Bennett, Dorothy D.	Processes and Conceptual Sources in Curriculum Development for a Clothing and Textiles Course in Secondary Home Economics	6
Berry, Margaret Ann	Attitudes and Interests of High School Homemaking Students Toward Occupations for Clothing Services	7
Bert, Clara Virginia	Educational and Occupational Aspirations and Expectations of Adolescent Girls in Florida	55
Blount, Helen Hasty	A Comparative Analysis of the Personal and Social Problems of a Group of Academically Successful and Unsuccessful Junior High School Students	7
Bretzlaff, Erlene	Home Safety Needs of a Certain Group of Homemakers in Williamson County, Illinois	37
Brian, Wanda E. B.	Interests and Abilities of Ninth Grade Homemaking Students Related to Parents' Formal Education	23
Carpenter, Ida C.	A Study of Certain Factors Which Might Have an Influence Upon the Experiences with Foods at Home of High School Girls in Eleven Centers in South Mississippi	24
Carr, Sister George Mary	Educators' Attitudes Toward the Presentation of the Objectives, Values, and Modern Trends of Home Economics at the Secondary Level	5
Chandra, Arvinda R.	Instructional Problems of Teachers in Home Science Degree-Granting Colleges in India	18
Christmann, Phyllis	Recognized Problems of Single Girls in Iowa Entering the Work World Following High School Graduation	8
Miller, Sister Mary Claudelle, S.C.L.	An Evaluation of Concepts and Their Related Competences for the Study of the Family in Women's Liberal Arts Colleges	35

Author	Title	Page
Collins, Sue Elane	Home Service Occupations Used by Homemakers	20
Cox, Frances M.	A Study of the General Student in Home Economics with Implications for Curriculum Revision in the Mt. Pleasant Junior High School	8
Dillon, Susan Hearn	Attitudes of Florida Home Economics Teachers, Students, and Parents Toward Home Visits	24
Dowell, Judy H.	Interest of Administrators, Counselors, Teachers, Parents, and Students in Courses in Gainful Employment in Home Economics	9
Dunn, Ruth	The Development of a Tentative Curriculum for a Work Experience Class in Home Economics for Clovis Marshall Junior High School 1966-67	9
Duval, Jacqueline D.	Physical Contact in Classroom Interaction: A Study of Preferences and Estimated Practices of Selected Teachers	47
Ebert, Gladys	Suggestions for Homemaking Programs to Meet Needs of Educable Mentally Retarded Pupils	10
Felcyn, Gail A.	Class V Family Life: Implications for Curriculum Planning	10
Fox, Charlene B.	Measuring the Attainment of Textile Concepts by High School Pupils	25
Goldman, Phyllis R.	Attitudes of High School Students and Young Adults Toward the Gainful Employment of Married Women	25
Gordon, Eunice	The Development of an Integrated Advanced Unit in Food and Nutrition	11
Graham, Gladys S.	Family Life Education for Boys in Junior High School	11
Gritzmacher, Joan E.	Evaluation of Student Teaching in Home Economics	48
Hamilton, Charlene	A Survey of Nutrition and Diet Therapy Course Content and Teaching Methods in Selected Hospital Diploma Schools of Nursing	55
Havens, Bruce	Preliminary Evaluation of Instructional Needs for Syracuse University, College of Home Economics	19

Author	Title	Page
Hawkins, Barbara J.	Factors Related to the Election or Non-Election of Home Economics at Page High School, Greensboro, N.C.	26
Hendrick, Helen	A Study of Children's Monetary Characteristics, Interests, and Discretionary Choices with Implications for Developing Approaches to Money Management Teaching in Grade Six	56
Hoffman, Sister Jane Elizabeth	An Exploration of the Effect of Two Instructional Approaches on the Application of Geometric Principles Related to Clothing Construction	43
Hoppenstadt, Deborah	A Beginning Home Economics Teacher's Problem of Setting Up A Curriculum with Emphasis on Pupil-Parent-Teacher Cooperation	48
Hsu, Shirley Hsung Hsung	Analysis of Home Economics Education Curricula in Selected Colleges and Universities in the United States with Recommendations for Home Economics in Taiwan Normal University	18
Hunsicker, Norma A.	Management Problems of Young Employed Homemakers	20
Jackson, Geneva B.	An Exploratory Study of Grouping a Beginning Clothing Construction Class by Results of a Clothing Construction Ability Pre-Test and Finger Dexterity Questionnaire	43
Kalbfleisch, Judy K.	Analysis of Home Economics Classroom Verbal Behavoir	49
Kimmel, Maxine T.P.	The Values of Groups of Homemakers in Bond County, Illinois, in Relation to Organizations to which the Homemakers Belong	37
Kister, Joanna H.	Classroom Practices with Implications for Guidance in Planning Home Management Teaching Units	12
Kluckman, Delores	The Relationship Between Personality Structure and the Preference for College Grading Systems	33
Lagasse, Clarice R.	A Study of Selected Credit Understandings and Practices of Twelfth Grade Home Economics Girls With Implications For Curriculum Planning	12
Langfeldt, Gladys W.	A Study to Determine the Differences Among Value Orientations of Specific Majors Enrolled in a College of Home Economics	34
Larson, Kaaren M.	Evaluation of the Changes in Students' Attitudes Towards Marriage During a Course in Family Relationships	34

Author	Title	Page
Layman, Brenda J.	A Comparative Study of the Perceived Roles of Supervision By Student Teachers and Resident Teachers of Home Economics and Non-Home Economics Student Teachers and Resident Teachers in Selected Schools in East Tennessee	49
Lee, Jean H.	Financial Practices and Concerns of Iowa Junior High School Pupils	13
Lyons, Madelon E.	System for Classifying Learning Experiences	50
MacNeil, Sister Catherine	A Comparative Study of Two Instructional Methods Employed in Teaching Nutrition: Lecture-Discussion and Self-Directed Study	44
Mahootchi, Fereshtek	A Study for the Purpose of Improving Home Economics Education in Grades 9-12 in Tehran, Iran	13
Mann, Betty Lee	Opportunities for and Characteristics of Home Economics Wage-Earning Occupations	14
Masood, Mumtaz	Developing a Training Program for Home Economics Extension Agents in East Pakistan	21
Matheson, Edith E.	Former Homemaking Students' Beliefs Concerning Their Homemaking Activities and Secondary School Homemaking Education	27
Matters, Lorine R.	Beliefs and Practices Concerning Administration of Homemaking Programs in Seventh and Eighth Grades in Iowa	27
McManus, Betty B.	Factors Differentiating Students in Lancaster Senior High School Who Participated in the School Lunch Program From Those Who Did Not Participate	26
Meis, Ruby L.	Teachers' Attitudes Toward People of Diverse Backgrounds, Knowledge of Disadvantaged and Professional Commitment	50
Miller, Sandra W.	Problems in Teaching Family Relations at the Secondary Level	14
Murphy, Mae Gregory	Evaluation of By-passing as a Technique for Adjusting a Self-Instructional Clothing Program to Initial Individual Differences	28

Author	Title	Page
Murphy, Patricia D.	Simplicity-Complexity in Thinking as Related to Preference for Dependence-Independence in Students	51
Naragon, Sara Lee	A Comparison of Two Readability Tests on Selected Bulletins for Low-Literate Homemakers and Indigenous Aides	44
Newnam, Carol S.	Development of an Evaluation Device to Accompany a Self-Instructional Program on the Teaching of Generalizations and Cyclic Individual Testing and Revision of the Program	28
Oppert, Judith R.	An Investigation of Small Electric Appliances Used for Food Preparation in Wisconsin Home Economics Classrooms	45
Ostler, Ruth-Ellen	A Survey of Beliefs and Practices Relative to Teaching Home Economics in New York State	51
Palivanich, Nualkhae	Factors Affecting the Election of Home Economics in the Secondary Schools of Bangkok, Thailand	29
Peebles, Allene S.	Evaluations of a High School Home Economics Curriculum Using Concepts and Generalizations	29
Penrod, Shirley	A Study of the Problems and Responsibilities of Beginning Homemaking Teachers in Missouri with Implications for Improving the Pre-Service Training of Prospective Teachers	52
Perdiue, Mary Jane	Reasons for Participation of a Select Group of Low-Income Women in Sewing Classes	38
Perry, Suzanne	Student Teachers' Attitudes Toward Selected Social Settings and Concern for Students	52
Petersen, Alice W.	An Ideographic Study	35
Postle, Louise W.	An Experimental Study of the Effectiveness of the Use of a Teacher Aide in a College Home Economics Class	45
Rauch, Marian D.	Iowa Extension Home Economists' Perception of Human Development and Family Relationships as an Area of Study	38

Author	Title	Page
Reed, Alice J.	The Development of Resource Materials For Teaching Credit to Teen-Agers	46
Restad, Lou Ann P.	A Study of the Conceptual Structures of Student Teachers and their Direction of Discovery Learning in Pupils	53
Rich, Barbara M.	Determining How Effectively Bulletin Boards Accomplish Their Purposes	46
Richards, Joan M.N.	Development and Evaluation of a Programmed Unit at the Beginning Level of Nutrition	30
Robinson, Gretchen E.	Selected Eating Habits, Attitudes and Nutrition Knowledge of Sixth Grade Pupils in Union County, Ohio	56
Roman, Marylin J.	Concepts of Early Parenthood Held by Senior Pupils in Iowa High Schools	30
Sanders, Bernestine	A Comparison of Blind and Sighted Homemakers of Self-Feelings and Satisfactions Gained in the Performance of Homemaking Tasks	39
Sands, Cathyrn	Recent Graduates' Evaluation of the Adequacy of a Secondary Home Economics Program	31
Sego, Ruby Jean	Clothing Construction Concept and Skill Development at Three Levels in Ninth Grade Homemaking	15
Schenck, Betsy R.	Use of a Self-Instructional Program on Basic Sewing Skills by Adult Women Unsupervised in Their Homes	39
Schmitz, Sister Paul Noreen, C.S.J.	Differences in Attitudes of Selected Freshmen and Senior Home Economics Majors Toward Their Profession	36
Schuetz, Mary H.	Home Economics Programs in Catholic High Schools in Iowa	31
Shipley, Frances A.	Analysis of Tasks in Three Home Related Occupations	22
Sloan, Sue K.	Identification of Cluster of Items Relating to Personal and Home Life Values of Men	57
Smith, Donis L.	A Study to Determine the Occupations Related to Home Economics in Marion County, Mississippi, and the Qualifications Needed for Filling These Positions as Reported by Employers	16

Author	Title	Page
Smith, Lorene E.	A Comparison of Attitudes and Beliefs of Homemaking III Students Toward the Status of Women in Today's World Before and After a Unit on the Roles of Women	32
Smith, Rebecca Mc.	Effectiveness of a Self-Instructional Program to Prepare Home Economics Teachers to Teach Pupils to Apply Generalizations	53
Smith, Sharon R.	An Evaluation of the Nebraska Future Homemakers of America State Homemaker Degree by Advisers and Selected Recipients	57
Solomon, Mary McN.	Development of an Evaluation Device to Measure Quality of Workmanship on a Blouse	32
Souder, Mary F. V.	Exploratory Study of Relationships Between Selected Aspects of Home Environment and Employment Criteria of the Husband	40
Srinilta, Ruangurai	Reasons for Participation of Women and Youth Groups in Two Development Areas in Thailand	40
Stabler, Patricia M.	A Study to Ascertain the Leadership Styles of Selected Maryland 4-H Volunteer Lay Local Leaders	41
Stagemeyer, Marlene	Professional Commitment of Home Economics Education Majors at the University of Nebraska in Phase I of the Professional Semester Program	54
Stech, Jean Hand	Cultivating Creativity in High School Home Economics Students	47
Synar, Bonnie	Academic Achievement Comparison, Before and After Transferring, of Oklahoma Junior College Home Economics Majors With Those at Oklahoma State University	5
Thomas, Mary Lou	The Interpersonal Relationships of Home Economics Student Teachers with Their College Supervisors and Cooperating Teachers	54
Thompson, Ann	Identification and Evaluation of Concepts for Competences of Home Economist in Extension as a Program Organizer	21

Author	Title	Page
Wagner, Laquita O.	A Study of Seventh and Eighth Grade Home Economics Programs in South Dakota With Implications for Curriculum Development	16
Warnke, Linda K.	The Proficiency of Home Economics Education Majors in Subject Matter as Determined by the National Teacher Examination	36
Weaver, Mary M.	An Estimate of the Degree of Readiness for Marriage of a Selected Group of High School Girls as Indicated by a Marriage Readiness Rating Scale and the Relationship of Certain Background Factors	33
Whatley, Alice E.	Generalizations Related to Concepts Important For Youth Orientation to the World at Work	~~41~~ 17 0
White, Sally W.	Effectiveness of a Self-Instructional Sewing Program When Used with Disadvantaged Adults	41
Winegarner, Lois E.	Educational Programs in Latin American Countries Which Have Contributed to Improvement in Family Living	58
Wise, Barbara A.	Procedures for Selection of Participants in High School Home Economics Programs With Occupational Emphasis	17 0